DOCUMENT RESUME

ED 096 779 EC 062 938

AUTHOR	DeBusk, Christopher W., Comp.; Luchsinger, Vincent P., Comp.
TITLE	Vocational Training and Job Placement of the Mentally Retarded: An Annotated Bibliography.
INSTITUTION	Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
SPONS AGENCY	Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
PUB DATE	[74]
NOTE	200p.
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	Abstracts; *Annotated Bibliographies; *Educable Mentally Handicapped; *Exceptional Child Education; *Job Placement; *Vocational Education

ABSTRACT

The annotated bibliography of research on vocational training and job placement of the mentally retarded contains abstracts of 970 books and articles published between 1959 and 1972. Book listings are arranged alphabetically by author and include title, publisher, and publication date. Articles are also listed alphabetically by author and include title and name of the periodical in which the title originally appeared. Included is an alphabetical index to help the reader locate subjects such as attitudes of parents and employers toward the mentally retarded, behavior modification, economic factors and Federal programs rehabilitation, job placement, predicting community and vocational adjustment. (LH)

ED 096779

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VOCATIONAL TRAINING AND JOB PLACEMENT OF THE MENTALLY RETARDED

An Annotated Bibliography

Compiled by

Christopher W. DeBusk and Vincent P. Luchsinger

RESEARCH AND TRAINING CENTER
IN
MENTAL RETARDATION

TEXAS TECH UNIVERSITY

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FOREWORD

The Research and Training Center in Mental Retardation at Texas Tech University is one of several facilities supported in part by grants from the Research and Training Centers Division of the Social and Rehabilitation Service in HEW. The Center's major purpose is to initiate applied research which is aimed toward alleviating disability, reducing dependency and formulating more effective rehabilitation service delivery systems. The Center also seeks ways to share its research findings with and participate in the training of mental retardation and vocational rehabilitation personnel in the states of Arkansas, Louisiana, New Mexico, Oklahoma and Texas.

This annotated bibliography represents articles about the employment of and/or the preparation for employment of the mentally retarded. The three sources for this bibliography were the Business Periodical Index from July, 1959, through November, 1972, Mental Retardation Abstracts from January, 1964, through September, 1970, and Psychological Abstracts from January, 1968, through December, 1972.

SELECTED BIBLIOGRAPHY

BOOKS

1.
Adams, Margaret. Mental Retardation and its Social Dimensions. New York: Columbia University Press, 1971.

The book is about the complexity of social issues that surround mental retardation in today's world and their relevance to social work intervention. The chapter titles are: (1) Social Clinical Nature of Mental Retardation, (2) Historical Background to Services for the Mentally Retarded, (3) Social Work Perspectives on Mental Retardation, (4) Application of the Three Social Work Methods, (5) Some Concepts of Casework, (6) Social Evaluation and its Significance for Mental Retardation, (7) Professional Relationship with the Dependent Client and his Family, (8) Professional Relationship with the Mildly Retarded Client, (9) Some Concepts of Group Work, (10) Community Organization in the Field of Mental Retardation.

2.
Alt, H. Residential Treatment for the Disturbed Child; Basic Principles in Planning and Design of Programs and Facilities. New York, International Universities Press, Inc., 1960.

The book undertakes to formulate the basic principles of residential treatment of mentally retarded children. It is intended primarily for those who have a special interest in this problem as members of planning or sponsoring groups as well as those engaged in the administration and operation of residential treatment facilities. It has 12 chapters and 3 case reports divided into 3 parts: (1) The evolution of a residential treatment program, (2) Community Factors in Planning Residential Treatment, and (3) Three case reports.

3.
Baumeister, A.A., and Butterfield, E., ed. Residential Facilities for the Mentally Retarded. Chicago: Aldine Publishing Co., 1970.

The purpose of this book is to stimulate meaningful alterations in the fabric of the residential institution and in its interaction with the community. It is written from the perspective of many disciplines and reflects a wide array of conceptions, special interests, problems and objectives that make up the very complex character of institution.

4.
Bean, Laurine C. An Application of a Work Sample Task With Mentally Retarded Students. Master of Arts Thesis, Texas Tech, 1966.

This study used a work sample task designed to assist in the evaluation of bilateral psychomotor skills and the retention of verbal and demonstrated instructions. The type of abilities measured are deemed to be of particular value in evaluating the employment potential of retarded individuals.

5.
Beck, Helen L. Social Services to the Mentally Retarded. Springfield, Charles C. Thomas, 1969.
The book is written primarily for social workers who have to deal with the retarded and their families, to add to the understanding between social workers and the professions, and to discuss current approaches toward alleviation of the various problems of mentally retarded. The chapter titles are: (1) Causes, Evaluation, and Planning, (2) Where are the Mentally Retarded, (3) Behavioral Manifestations in Mental Retardation, (4) Social Implications, (5) The Services, (6) Social Work-Goals, Techniques, and Concepts, (7) Services to the Retarded and their Families, and (8) Looking Ahead.

6.
Bensberg, Gerard J., ed. Teaching the Mentally Retarded. Atlanta, Southern Regional Educational Board, 1965.
The book is a manual to develop and implement more effective training programs for ward personnel in order that they might in turn provide better care and training for the mentally retarded. The book has eight chapters divided into two sections entitled: (Section I) Meeting the training needs of the mentally retarded, and (Section 2) Training by positive reinforcement.

7.
Best, H. Public Provision for the Mentally Retarded in the United States. Worcester, Heffernan Press, Inc., 1965.
This work is designed as a scientific study of the condition of the mentally retarded and of the provisions for them in the United States along the line of the sociologist or social scientist. It contains 38 chapters divided into 6 parts: (1) General Condition of Mentally Retarded, (2) Legal Treatment of Mental Defectives, (3) Institutional Provision for Mental Defectives, (4) Non-Institutional Provision for Mental Retarded, (5) Organizations Concerned with Mental Retardation, (6) General Aspects of Treatment of Mentally Retarded.

8.
Browning, P.L., ed. Evaluation of Short-Term Training in Rehabilitation. Eugene, University of Oregon, 1970.
This monograph contains 6 reading and an annotated bibliography about the evaluation of traing in rehabilitation.
Note: The annotated bibliography is an excellent source about evaluation of training and describes about 100 sources.

9.
Burt, Sir C. The Subnormal Mind. London: Oxford University Press, 1955.
The primary aim of the book was to describe the various types of mental subnormality encountered among children, and to discuss their causes, diagnosis, and practical treatment.
The chapter and appendix titles are: (1) The Normal Mind; (2) The Mentally Deficient; (3) The Dull or Backward; (4) The Delinquent; (5) The Neurotic; (6) Asthenic Neuroses; (7) Sthenic Neuroses; (8) Ascertainment and Incidence (9) Tests of Educational Attainments; (10) Scale of Intelligence-Tests; (11) Questionnaire on Neurotic Symptoms; (12) Stimulus-Words for Free Association Test; and (13) Selected References.

10.
Clausen, J. Ability Structure and Subgroups in Mental Retardation. Washington, Spartan Books, 1966.
The book is a report on a study whose purpose was to attempt to map ability structure of the retardates and to define sub-groups of the retarded on the basis of constellations of impaired and intact functions; to compare psychological functions and their interactions at various age levels in an effort to study the development of ability structures; to compare ability structure to known organic and physiological dysfunctioning.

11.
Cobb, H.V. The Forecast of Fulfillment; A review of Research on Predictive Assessment of the Adult Retarded for Social and Vocational Adjustment. New York, Teachers College Press, 1972.
The purpose of the project was to evaluate and analyze several projects supported by Vocational Rehabilitation Administration dealing with the whole problem of predictive assessment of the retarded for adult adjustment. There are 16 chapters about the findings of several researchers primarily about adult adjustment to community living and work.

12.
Cratty, B.J. Development Sequences of Perceptual-Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. Freeport, Educational Activities, Inc., 1967.
The author is concerned with physical education as a means of facilitating motor skills and physical fitness and outlines how specific perceptual-motor tasks may enhance the learning process for children with intellectual deficits or learning disorders. Twelve chapters covering 82 pages discuss various perceptual-motor taks.

13.
_____. Motor Activity and the Education of Retardates. Philadelphia: Lea and Febiger, 1969.
This book demonstrates how movement may aid a retarded child to function better with his family, in the classroom, and with his neighborhood friends.
This book has 11 chapters: (1) Introduction; (2) Research, Motor Activity, and the Retardate; (3) Movement Attributes and Performance Capacities in Infants and Children; (4) Principles of Teaching Motor Skill to Retarded Children; (5) The Adjustment of Arousal Level and the Improvement of Attention; (6) Scribbling, Drawing and Writing; (7) Strength, Flexibility, and Endurance; (8) Control of Large Muscle Groups; (9) Music and Rhythm; (10) Self-Confidence, the Body-Image, and Game Preferences; (11) Games with Ideas.
This book also has 3 appendices dealing with test procedures.

14.
Davies, S.P. The Mentally Retarded in Society. New York: Columbia University Press, 1959.
This book presents mental retardation in its social rather than clinical aspects. It shows how various phases of public opinion and action have followed the evolution of scientific knowledge. The book is divided into 2 parts: historical background and modern rehabilitation programs.

15.
Davies, S.P., and Williams, F.E. Social Control of the Mentally Deficient.
The book presents mental deficiency in its social rather than its clinical aspects, shows how the various phases of public opinion and action with references to the social control of this problem have followed the evolution of scientific thought and knowledge concerning mental deficiency. The 18 chapters describes what it means to be retarded and discusses some of the things that have been done to solve some of the problems and needs.

16.
Davis, M.E. An Occupational Homemaking Course for Educable Mentally Retarded Adolescent Girls. Report, Texas Tech, 1971.
Much of the material in this report pertains to or can be adapted to vocational education in general; however, the education of the educable mentally retarded girls in this field of occupational homemaking is the main concern of this report. The chapter titles are: (1) Introduction, (2) History of Vocational Education, (3) The Case for Occupational Education for E.M.R. Students, (4) Building a Realistic Program, (5) Teaching Methods, (6) Selection of Classroom Activities, (7) Teaching Materials and Aids, (8) In the Future, (9) Summary and Conclusions.
Note: This report is of particular interest about Vocational training for employment.

17.
Davitz, J.R.; Davits, L.J.; and Lorge, I. Terminology and Concepts in Mental Retardation. New York: Teachers College, Columbia University, 1964.
The book is an attempt to summarize, organize, and criticize the words used to describe various phenomena of mental retardation. The major sections of the book are: (1) Introduction; (2) General Term; (3) Etiological Terms; (4) Classification by Degree; (5) Educational Terms; (6) Legal Terms; (7) Pseudo-Feeble-Mindedness; (8) Diagnostic Considerations and Problems; (9) Some Major Concepts, and (10) Conclusions and Recommendations.

18.
Developing Your Manpower. U. S. Department of Labor. U.S. Government Printing Office, 1970.
This booklet is designed to help an employer build and maintain an efficient and dependable work force, to make better use of the available labor resources, to meet your employment problems, and to become a manpower developer. The major topics in its 53 pages are: Tomorrow's employees, using available human resources, your hiring program, your employer begins work, your personnel policies, help from your employment service, and an appendix with sample check lists.

19.
Dunlap, D.W. The Hand Test as an Indicator of Work Success in Mental Retardates. Thesis, Texas Tech, 1969.
The purpose is three-fold. First, to further substantiate the findings of other investigators which indicate that the Hand Test can be useful in differentiating satisfactory mentally retarded workers from unsatisfactory mentally retarded workers. Second, to examine the influence of sex differences upon scores obtained on this test. Third, to investigate the possibility of a relationship between the intelligence quotient and work success in a mentally retarded population.

20.
Dybwad, G. Challenges in Mental Retardation. New York: Columbia University Press, 1964.
This book conveys some of the stress and tension of the times, a knowledge of the forces and factors at work for and against the best interest of the retarded, and a great deal concerning the philosophy and convictions of the author. Its six parts are: (1) The Broad View, (2) The Family and the Formative Years, (3) The Child and the Adult in Residential Care, (4) The Retarded in Social Conflict, (5) The Retarded Adult, (6) Organizing for the Future.

21.
Edgerton, Robert B. The Cloak of Competence. Berkeley, 1967.
The presentation of this study proceeds from a general description of the lives of mentally retarded persons in the community to a specific discussion of the problems they face and the techniques they employ in dealing with their stigma and their incompetence. The chapter titles are: (1) The Study and Its Background, (2) Detailed Portraits of Selected Persons, (3) Some Central Concerns of "Life on the Outs," (4) Passing and Denial: The Problem of Seeming to be Normal, (5) The Benevolent Conspiracy: The Rose of the Benefactor, (6) Stigma and the Cloak of Competence.
Note: Chapter 3 and Chapter 4 introduce some discussion of employment related topics through case histories.

22.
Egg, M. The Different Child Grows Up. New York: The John Day Company, 1969.
The book is a light treatment of 15 topics about the prospects of the mentally retarded adult and his environment.
Note: Pages 78-110 discuss 3 topics related to employment.

23.
Farber, B. Mental Retardation. Its Social Context and Social Consequence. Boston, Houghton Mifflin Company, 1968.
The book has 2 parts with 10 chapters. Part 1 is concerned with the prevalence and development of mental retardation. Part 2, the emphasis of the book changes from the production of the mentally retarded as a surplus population to the treatment of the retarded. The chapter titles are: (1) The Mentally Retarded as a Surplus Population, (2) Deviance Versus Incompetence, (3) General Prevalence of Mental Retardation, (4) Variations in the Prevalence of Mental Retardation, (5) Cultural Variations and Mental Retardation, (6) Mental Retardation: A Problem In Social Reform, (7) The Family, (8) Residential Institutions, (9) Community Relationships, (10) Epilogue: Past and Future.
Note: Chapter 9 discusses employment.

24.
Fraenkel, W.A. Guide to Job Placement of the Mentally Retarded. U.S. Government Printing Office, 1964.
This guidebook presents common sense facts about the mentally retarded and their ability to work. It is intended for the use by all of those involved in helping the retarded find their rightful place in the world of work covering 16 pages.

25.
Fudell, S.E. and Pack, J.R. How to Hold Your Job. New York, The John Day Company, 1967.
The book is designed to shape the thinking and behavior of retarded so that they will develop the values and attitudes that are basic and necessary to the success of any worker. The chapter titles are: (1) Why Should You Learn About Jobs? (2) Getting Along with Fellow Workers, (3) Are You Willing to Work and Do Your Best? (4) Following Directions and Finishing Your Work, (5) Being on Time, (6) Are You Reliable? (7) Honesty is Still the Best, (8) How to Get a Raise in Salary, (9) Fifty Ways to Lose Your Job, (10) Cooperation is the Basis of Success, (11) Your Attitude Means Success or Failure, (12) Going for Your First Interview.

26.
Gilmer, B. Von Haller. Industrial Psychology. New York, McGraw-Hill, 1961, Chapter 12, pp. 242-65.
The textbook is a comprehensive coverage of Industrial Psychology. The title of Chapter 12 is "The Handicapped, Unemployed, and Aging Worker" and mentioned mentally retarded on page 244. The chapter is a general treatment of the attributes of the handicapped to the employer.

27.
_____. Industrial Psychology. New York, McGraw-Hill, 1966. Chapter 16, pp. 426-454.
See comments on 1961 edition.

28.
Gilmore, A.S. and Rich, T.A. Mental Retardation: A programmed Manual for Volunteer Workers, Springfield, Charles C. Thomas, 1967.
The book was written for the use of volunteer workers and others who have need for orientation and background information to aid them in preparing to work with mentally retarded. The self-instruction topics: Programmed instruction, Mental Retardation an introduction, Education, Behavior, Physical Ability, Recreation, Family Relations, Brain Damage, Speech and Hearing, Health, Rehabilitation.

29.
Gottwald, H. Public Awareness About Mental Retardation. Arlington: The Council for Exceptional Children, 1970.
The primary purpose of this study was to conduct an empirical survey identifying the current status of public knowledge about mental retardation. Concomitant objectives were (a) to elicit or discern what attitudes the public has toward mental retardation, and (b) to identify and relate certain population or demographic characteristics to this data.

30.
Gungburg, H. C. Social Rehabilitation of the Subnormal. London, Baellure, Tidall, and Cox, 1960.
The book is an introduction to the practical questions set by the modern demand that the subnormal should be fitted to take his place in society rather than fitting institutions for his use. The chapter titles are: (1) Subnormal Intelligence, (2) Temperament, Character, and Personality, (3) Treatment and Training, (4) Assessment Procedures: Intelligence Testing, (5) Assessment Procedures: Personality Testing, (6) Assessment Procedures: Educational and Social Testing, (7) An Educational Programme: General Principles, (8) An Education Programme: An Educational First-Aid Scheme, (9) Occupation and Testing, (10) Counselling the Delinquent and the Maladjusted, (11) Special Institutional Training Aspects, (12) The Adjusted Subnormal, (13) Summary and Conclusions.
Note: Chapter 9 discusses employment.

31.
Hallas, C. H. The Care and Training of the Mentally Subnormal. Bristol, John Wright and Sons, LTD., 1967.
The book is intended to be of great assistance to mental deficiency workers in all levels. Its contents are divided into 24 chapters that discuss the care, treatment, characteristics of mentally retarded.

32.
Hannaford, A. E., and Worth, L. A. L. A Guide to Introductory Developmental Activities for the Trainable Mentally Handicapped in the Industrial Education Laboratory. Normal, Illinois State University Press, 1968.
This booklet is designed as an aid to total programming for the Trainable Mentally Handicapped individual. Activities in the booklet are in the form of introductory industrial education activities. Although these activities were initially developed for use with a class of primary level youngsters, they have been designed to serve as a beginning stage in the industrial education program and ultimate vocational planning for the TMH individual.

33.
Heard, J. N. Hope Through Doing. New York: The John Day Company, 1968.
This is a very well written book, easy and enlightened reading, about the experiences of a parent of a mentally retarded child. It contains 25 short chapters about how his child was helped by seeking, searching, participating, and doing. He has three appendices designed to aid and advise parents of mentally retarded children.

34.
Heath, E. J. The Mentally Retarded Student and Guidance. Boston: Houghton Mifflin Company, 1970.
This book is intended as a handbook to provide a brief introduction for counselors to the retarded students they meet or will be meeting in their schools and some suggestions are made as to appropriate roles the counselor can play in working with the special education program to bring about a more adequate program.

35.
Heber, R. A Manual on Terminology and Classification in Mental Retardation. Springfield: The American Association on Mental Deficiency, 1961.
This manual attempts to clarify the chaotic status of terminology and classification in the field of mental retardation. The section titles are: (I) Definition; (II) Medical Classification: (III) Glossary of Terms Frequently Used in Mental Retardation. The appendix is entitled Proposed Reporting Forms for Institutions for the Mentally Retarded.

36.
Hilliard, L. T., and Kerman, B. H. Mental Deficiency. Boston: Little, Brown and Company, 1965.
The book is divided into three main sections. The first deals with mental deficiency, in general, including legal, social, aetiological, pathological aspects. The second describes and discusses the different clinical problems met within mental deficiency practice, while the third reviews the present possibilities of treatment, training and community care.

37.
Hurley, R. L. Poverty and Mental Retardation: A Causal Relationship. New York: Random House, 1969.
The purpose of the book is to explain, discuss, compare, and contrast poverty and mental retardation and public ignorance. He defines and discusses various areas. The chapter titles are: (1) A New Assessment, (2) Poverty and Organic Impairment, (3) The Effects of Cultural Deprivation on Intellectual Performance, (4) Public Education and Mental Retardation: The Self-Fulfilling Prophecy Fulfilled, (5) The Health Crisis of the Poor, (6) Welfare: The Cycle of Dependency, (7) Food Assistance Programs, (8) Newark: A Case Study of Urban Poverty, (9) The Migrants: A Case Study of Rural Poverty.

38.
Hutton, M. The Auditory Thresholds of Mentally Retarded Individuals with Delayed Auditory Feedback. Thesis, Texas Tech, 1969.
The purpose of the study is to determine if DAF (Delayed Auditory Feedback) with keytapping can be used in a clinical setting for obtaining the auditory thresholds of mentally retarded individuals. The null hypothesis is: There is no difference in auditory thresholds obtained by DAF with keytapping or conventional puretone testing with reference to a group of children with normal intelligence; a group of Educable Mentally Retarded Children; and a group of trainable mentally retarded children.

39.
Inhelder, B. The Diagnosis of Reasoning in the Mentally Retarded. New York: The John Day Company, 1968.
This book offers a detailed demonstration of the use of Piaget's theory of cognitive development to assess the intellectual development of a retardate and in its delineation of the diagnostic techniques involved. The book is divided into the following five parts: (1) Developmental Theories and Diagnosis of Mental Development; (2) Reasoning Fixations at the First Stage; (3) Fixations of Reasoning at the Second and Third Stages; (4) Abnormal Intellectual Oscillations; and (5) Conclusions.

40.
Jacobs, Arthur T. How to Use Handicapped Workers. New York: National Foremen's Institute, 1946.
The book is a handbook intended primarily for foremen, supervisors, and personnel officials about the problem of placing the right person in the right job. It represents a very good treatment of the topic. The chapter titles are: (1) Handicapped vs. Normal Workers, (2) The Handicapped Applicant, (3) How to Make a Physical Demands Analysis, (4) How to analyze a Worker's Physical Capacities, and (5) Placement and Follow-up. The appendix section is very beneficial for a practical application of the chapter topics. Mental limitations are discussed on pages 172-74.

41.
Jervis, G. A., ed. Expanding Concepts in Mental Retardation: A Symposium From the Joseph P. Kennedy, Jr., Foundation. Springfield: Charles C. Thomas, 1968.
The book reports 32 papers divided into 8 sections: (1) Genetics of Mental Retardation; (2) Problems of Neurogenesis; (3) Nutrition and the Development of Nervous Systems; (4) Deprivation Factors in Mental Retardation; (5) Biological Basis of Learning; (6) Operant Techniques in Mental Retardation; (7) Rehabilitation in Mental Retardation, and (8) Physical Performances of the Mentally Retarded.

42.
_____. Mental Retardation: A Symposium from the Joseph P. Kennedy, Jr., Foundation. Springfield: Charles C. Thomas, 1967.
The larger part of the contributions were devoted to biological problems toward topics of genetic and biochemistry which made up nine of the fourteen chapters.

43.
Jordan, T. E. The Mentally Retarded. Columbus: Charles E. Merrill Books, Inc., 1961.
This book is an attempt to discuss the many forms mental retardation takes and to analyze the many problems it presents.
The chapter titles are: (1) Delineating Mental Retardation; (2) The Family; (3) Characteristics of the Mentally Retarded; (4) Psychodiagnostics; (5) The Sources of Mental Retardation; (6) Patterns of Development; (7) Therapeutic Considerations; (8) Education; (9) Rehabilitation; and (10) Cerebral Palsy.

44.
_____. The Mentally Retarded. Columbus, Charles E. Merrell Books, Inc., 1966.
The primary purpose of this book is to provide a guide to the basic concepts and issues in the field of mental retardation. The secondary purpose is to equip the reader to explore the primary literary sources of a large and continually expanding body of knowledge.

45.
Kanner, Leo, A History of the Care and Study of the Mentally Retarded. Springfield, Charles C. Thomas, 1964.
The book presents a historical and comprehensive account of developments regarding the care and study of the mentally retarded. The chapter titles are: (1) The Dawn, (2) Beginning and the Beginners, (3) The Era of Institutional Expansion, (4) Early Mental Deficiency Periodicals.

(5) Shifting Goals of Institutional Care, (6) From Homogeneity to Heterogeneity, (7) Special Classes in Public Schools, (8) Quantitative Determination of Intellectual Adequacy, (9) The Eugenic Scare, (10) The Dawn of a New Era.

46.
Katz, Elias. The Retarded Adult at Home, A Guide for Parents. Seattle, Special Child Publications, 1970.
The book is designed to be helpful to parents whose retarded adult children live at home. It has 21 topics and 4 Appendixes that discusses detailed information needed by parents and presented as supplement to expert guidance.

47.
Kelly, E.M., ed. The New and More Open Outlook for the Mentally Retarded. Washington D.C., The Catholic University of America Press, 1966.
The book presents the proceedings of the workshop on mental retardation conducted under auspices of the Workshop Office of the Catholic University of America. The topics discussed are open outlook, impact of federal legislation, fostering thinking, changes in education, curriculum development, emotional disturbances, administration, sheltered and cooperative program, rehabilitation problems, newer concepts.

48.
Kolstoe, O.P., and Frey, R.M. A High School Work Study Program for Mentally Subnormal Students. Carbondale: Southern Illinois University Press, 1965.
The book is a distillation of the author's accumulated experience of service, research, and teaching the mentally retarded in public schools, clinics, institutions, residential facilities, and sheltered work programs. The book is divided into 7 chapters which develop the title and 4 appendices: (a) Suggest Daily Schedules; (b) Employers Progress Report, (c) Employers Evaluation Report, (d) Job Analysis Report.

49.
Lillywhite, H.S., and Bradley, D.P. Communication Problems in Mental Retardation: Diagnosis and Management. New York: Harper and Row, 1969.
This text lays the groundwork for the understanding of a multi-disciplinary approach to training even for those whose training is not to be taken at such a university-affiliated center. The chapter titles are: (1) Background; (2) Etiological Factors and General Characteristics; (3) Diagnosis of Mental Retardation; (4) Medical-dental Management of the Retarded Child; (5) Educational Management; (6) Diagnosis of Communication Disorder; (7) Management of Communication Disorders; (8) Therapy Procedures for Communication Disorders; and (9) Summary and Notes on Trends for the Future.

50.
Lippman, L.D. Attitudes Toward the Handicapped: A Comparison Between Europe and the United States. Springfield: Charles C. Thomas, 1972.
The book is divided into two parts with 12 chapters: (1) European attitudes on Mental Retardation; (2) Concern for the Handicapped; (3) The Mother Who Copes; (4) Role of the Parent Organizations; (5) Is Retardation Comic?; (6) Integration vs. Specialized Services; (7) Attitudes of the Media; (8) Attitudes Toward the Press; (9) What Can We Learn From Europe; (10) What is a Handicap?; (11) The Nature of the Problem; and (12) What Remains to be Done.

51.
Love, H.D. Mental Retardation; A Basic Guide. Berkeley: McCutchan Publishing Corporation, 1968.
The book is addressed to parents, teachers, and professionals about the causes, symptoms, and treatment; to recognize and cope; and about the many services, agencies, and organizations that aid mentally retarded children. The chapter titles are: (1) Parental Advice, (2) Emotional Reaction and Adjustment of Parents of Mentally Retarded Children, (3) Historical Survey of Mental Retardation, (4) Causes of Mental Retardation, (5) Research in Mental Retardation, (6) Community and State Responsibility Toward the Mentally Retarded, (7) Education of the Mentally Retarded, (8) Recreation for the Mentally Retarded, (9) Physical Education for the Mentally Retarded, (10) Prevention and Treatment of Mental Retardation.

52.
_____. Teaching the Educable Mentally Retarded. Berkeley: McCutchan Publishing Corporation, 1968.
This book presents what is known of good practice in the education of educable mentally retarded children. This is a volume of practical information composed by a group of writers steeped in the practical problems of educating retarded children. The chapter titles are: (1) Overview of the Mentally Retarded; (2) Psychological Evaluation of the Mentally Retarded; (3) Historical Survey of Mental Retardation; (4) Itard, Seguin, and Montessori Revisited; (5) Curricular Approaches; (6) Curriculum and Methodology for Teaching the Mentally Retarded; (7) Parental Attitudes Toward Mentally Retarded Children; and (8) The Habilitation of the Educable Mentally Retarded Through High School Work-Study Programs.

53.
Maddox, E. Action Guide: Crusade for Change with a Total Habilitation Program for Children and Adults with Learning Disabilities. Johnstown: Mafex Associates, 1969.
This manual has been devised primarily for use by "Lay Committees." The first part was prepared for purposes of orientation and stimulation. The remainder of the book contains examples of check lists which are intended to perform an evaluative function of an institution and/or program.

54.
Masland, R.L.; Sarason, S.B.; and Gladevin, T. Mental Subnormality; Biological, Psychological, and Cultural Factors. New York: Basic Books, Inc., 1960.
The survey's ultimate objective is to provide a sound basis upon which a program of research may be developed. This report is divided into two parts: (1) The Prevention of Mental Subnormality, (2) Psychological and Cultural Problems in Mental Subnormality. The book contains 19 chapters and a list of 300 references.

55.
Maycock, G.A. Emotional, Social, and Academic Adjustment of the Mentally Retarded as Related to Socio-Economic Level. Dissertation, Texas Tech, 1970.
The study was limited to junior and senior high school students and its purpose was to examine personality adjustment, academic achievement, and teacher perceptions of mentally retarded adolescents, as these related to

differences in socio-economic level. The report is very detailed and consumes 131 pages.

56.
Mental Retardation Activities. Department of Health, Education, and Welfare. U.S. Government Printing Office. Washington, D.C., March, 1972.
The publication containes 49 pages describing the current mental retardation program activities of the Department of Health, Education, and Welfare.

57.
Meyen, Edward L. Planning Community Services for the Mentally Retarded. Scranton. International Textbook, 1967.
This book is designed as a supplemental text for use in basic courses on mental retardation, special education administration, vocational rehabilitation, and social work. Thirty-nine readings are presented under the chapter titles of (1) Basic Guidelines to Planning, (2) Clinic Services, (3) Rehabilitation Services, (4) Day Care Services, and (5) Residential Care.
Note: Chapter 3 presents several topics related to employment, sheltered workshops in particular.

58.
Morris, P. Put Away; A Sociological Study of Institutions for the Mentally Retarded. New York: Atherton Press, 1969.
The meaning of subnormality and the ways in which various definitions and classifications have developed in Britain; how a system of institutional care has developed in relation to changing public attitudes; popular conceptions about subnormality; and information regarding prevalence.

59.
Mueller, M.W. A Comparison of the Empirical Validity of Six Tests of Ability with Young Educable Retardates. Nashville: George Peabody College for Teachers, 1965.
The project described in this monograph was designed to evaluate the empirical validity of six ability tests with a group of young educable mental retardates enrolled in special classes. The validity of these instruments was evaluated against multiple criteria including performance on two achievement tests and on four tests requiring subjects to demonstrate learning within the test situation.

60.
Mullins, Deborah. A Study of Personality Factors as They Relate to Vocational Success of the Mental Retardate. Thesis, Texas Tech, 1971.
The purpose of the study was to differentiate specific personality variables which might be related to vocational success in a group of mentally retarded males. Additional purposes were to include a study of work attitudes which are also related to vocational success and to differentiate the personality characteristics of the sample studied and the standardization sample of the Sixteen Personality Factor Questionnaire.

61.
Myers, P.I., and Hammill, D.D. Methods for Learning Disorders. New York: John Wiley and Sons, Inc., 1969.
This book was prepared with four purposes in mind: (1) To present a theoretical frame of reference within which to view the learning disorders of children; (2) To provide a general textbook in methods of teaching learning disabled children; (3) To prepare an integrated, concise overview of learning disorders for use by professional personnel; and (4) To suggest a descriptive orientation for assessment and remediation of learning disorders.

62.
Noland, R.L. Counseling Parents of the Mentally Retarded. A Source book. Springfield, Charles C. Thomas, 1970.
This book of readins is specifically directed at the counseling of parents of mentally retarded individuals. Each article was chosen in terms of pertinence to the topic of "counseling parents." It has 31 chapters divided into 6 parts and 4 Appendices.

63.
Palmer, E.M., and Achor, Doris. A Study of the Problem Presented by the Feebleminded on Kauai. University of Hawaii, 1941.
This study of the "feebleminded" covers the whole community to determine the extent of the problem and to plan for the care of those in need of assistance. The topic headings are: (1) The Feebleminded on Kauai, (2) Methods of Investigation, (3) Description of Cases, (4) Analysis of Data, and (5) Summary.

64.
Patterson, E.G., and Overbeck, D.B. Behavior Shaping. Austin State School, 1968, Revised August, 1970.
This book is a 60 page treatment of the topics: Evaluation of the child, Introduction to training, Positive reinforcement, Negative reinforcement, Case studies, Good training techniques, Guide to reward (has 9 sub-topics), and answers. The book is designed as a handbook regarding developmental problems of mentally handicapped children. Almost every page has a drawing or picture to demonstrate the topic.

65.
Perrman, R.E. Operant Conditioning of the Mental Retardate's Visual Monitoring Behavior. Dissertation, Texas Tech, 1972.
The research was an attempt to demonstrate that the retardate's visual monitoring performance could be shaped through increased signal rate and knowledge of results backed by incentives and that these shaping techniques would have positive transfer effects to no knowledge of results, decreased signal situations.
Note: The topic "The Retardates Employment Potential" presents a good review of studies about this topic.

66.
Peterson, R.D., and Jones, E.M. Development of a System of Job Activity Elements for the Mentally Retarded. Pittsburgh, American Institute for Research, June, 1959. AIR-276-59-SR-77.

This is a final projects report designed to develop a system for analyzing activity elements of jobs available to the mentally retarded as a basis for their vocational training and rehabilitation.
Note: It appears to be an excellent resource for employment related information.

67.
Programming for the Mentally Retarded. Washington, D.C., National Education Association, 1968.
The book represents the Proceedings of the National Conference on Programming for the Mentally Retarded on October 31 to November 2, 1966. It is a report about physical education and recreation programs for the mentally retarded through 25 reports by 27 authors.

68.
Reeves, C.M. Retarded Residents as Managers in an Institutional Token Economy Program. Thesis, Texas Tech, 1971.
The primary purpose of this study was the confirmation and replication of earlier token economy successes with retarded residents as trainers of institution peers. The secondary purpose was to examine the feasibility of increased demands of retarded trainers.

69.
Rothstein, J.H. Mental Retardation. Readings and Resources. New York: Holt, Rinehart and Winston, Inc., 1971. Second Edition.
This book of readings is divided into 15 chapters with 52 readings and an appendix containing resource materials. It is intended for all interested readers, particularly the professional.
Note: Chapter 9 discusses employment related topics.

70.
_____. Mental Retardation. Readings and Resources. New York: Holt, Rinehart and Winston, Inc., 1961.
See the 1971 edition.

71.
San Diego County, California Schools. Suggested Activities for Special Training Classes. San Diego, Office of the Superintendent of Schools, 1959.
The book is intended as a guide for resource materials and approaches for use by special education teachers in their daily teaching tasks. Emphasis is on the learning of manipulative skills which the children can perform successfully.
The chapter titles are: (1) Cooking Activities; (2) Musical Activities; (3) Sewing Activities; (4) Art Activities; (5) Health, Physical Education, and Recreation Activities; (6) Science Activities; and (7) Social Studies.

72.
Slaughter, S.S. The Mentally Retarded Child and His Parents. New York: Harper and Brothers, 1960.
The book is written primarily for the parent of retarded children. The topics discussed in the 18 chapters are: parental attitudes, signs and symptoms, causes and treatments, psychological examination, placement, mongolian child, young mental retardate, parent as teacher, language, reading, writing, spelling, arithmetic, social studies, leisure, person-

ality, institutional responsibilities, his future, and the individual child.

73.
Social and Economic Adjustment of Mentally Retarded Individuals. Louisiana Youth Commission. Baton Rouge, 1954.
This is a comprehensive report of an over-all study of exceptional children in Louisiana covering all types of handicaps with a complete survey of facilities and services available. The topic headings are: Reason for the Study, Statement of the Problem, Factors in the Social and Economic Adjustment of Mentally Retarded Individuals, General Characteristics, Importance of Family Life, Economic Adjustment in the Community, Importance of Community Participation, Material Adjustment, Resources, Case Diaries, Summary, Conclusion, Recommendation.
Note: The underlined topic is about employment characteristics.

74.
Stephens, B. Ed. Training the Developmentally Young. New York: The John Day Company, 1971.
The present progression is not a curriculum guide, nor is it a potpourri of activities to be tried in a school setting; rather, it sets forth ways of assessing development and presents a rationale for program planning in the areas of cognitive, language, motor, and social development. The book is divided into three sections: (1) Developmental Appraisal; (2) Training Areas, and (3) Methods and Techniques.

75.
Stevens, H.A., and Heber, R. Mental Retardation. Chicago: The University of Chicago Press, 1964.
This document brings together the knowledge obtained from research in all the major scientific disciplines. The book is divided into the following thirteen sections: (1) Overview; (2) Psychological Evaluation and Differential Diagnosis; (3) Research in Education; (4) Research in Learning and Performance; (5) Personality; (6) Relation of Environmental Factors to Intellectual Functioning; (7) Social and Occupational Adjustment; (8) Epidemiology; (9) Bio-chemical and Clinical Correlations; (10) Genetics in Mental Retardation; (11) Teratogenesis of the Central Nervous System; (12) Neuropathology; and (13) Behavioral Disturbances in the Mentally Retarded.

76.
Stephens, W.B. and Peck, J.R. Success of Young Male Retardates. Washington: The Council for Exceptional Children, 1968.
The book contains 118 pages, one-half of which contains 26 tables comparing data and test scores. The purpose of the research was to: (1) Upon what did the success of male educable mental retardates depend? (2) What cluster of personality and cognitive attributes existed in successful male retardates? (3) Did the subjects who had habilitation training programs more successful than graduates of other programs?

77.
These Too, Must Be Equal: America's Needs in Habilitation and Employment of the Mentally Retarded. The President's Committee on Mental Retardation, U.S. Government Printing Office, 1969.

This is a 22 page booklet which points to some of the directions in education, training, living and working, and thinking about the mentally retarded.

78.
Tredgold, A.F. 9 ed. Tredgold, R.F. and Soddy, K. A Text-Book of Mental Deficiency. Baltimore: The Williams and Wilkens Company, 1956.
This book is a description of the clinical forms and pathology of amentia. This book is divided into four sections: (1) General: (2) Casual; (3) Clinical; and (4) Social and Practical. It includes five appendices.

79.
Tucker, M.D. The Unit of Work in Education of the Educable Mentally Handicapped. Richmond Hill, Bureau of Publications, 1967.
The unit approach is developed in depth so that the reader may explore some of the educational avenues available via the unit approach. The chapter titles are: (1) General Background of Mental Retardation; (2) The Grocery Unit; (3) The Citizenship Unit; (4) The Health and Hygiene Unit; (5) The Community Unit; (6) The Safety Unit; (7) The Transportation Unit; and (8) The Clothing Unit.

80.
Wallin, J.E.W. Mental Deficiency. In Relation to Problems of Genesis, Social and Occupational Consequences, Utilization, Control, and Prevention. Brandon, Journal of Clinical Psychology, 1956.
The aim of the book is to present evidence pro and con on each issue discussed and to formulate specific conclusions. It contains an extensive reference list. The chapter titles are: (1) The Fecundity of the Mentally Deficient; (2) The Relation of Mental Deficiency to Defective Progency; (3) The Relation of Gene Injury to Mental Deficiency; (4) The Relation of Mental Deficiency to Criminality and Sex Delinquencies; (5) The Socio-Occupational Efficiency of Mental Deficients and Alcoholism Among Them; and (6) Ultimate Aims of Constructive Work in the Field of Mental Deficiency and Retardation.

81.
Wolfensberger, W., and Kurtz, R.A. Management of the Family of the Mentally Retarded. A Book of Readings. Parkinson Division, Follett Educational Corporation, 1969.
This book of readings is divided into 10 parts, 25 sections, and about 120 readings. It is intended to contribute to the management ability and knowledge of the family of the mentally retarded by individuals and organizations. The topics discussed include referral, fact finding, case evaluation, counseling, psychotherapy, guidance, tuition, education, case work, direction, supervision, and control.

82.
Woytek, S.J., and Weiland, R.G. Mathematics in Living Series. Boulder, Pruett Press, 1967.
Note: There are 5 books in the series; Manual or Teachers Answer Book, Book I Buying, Book II Wages and Budgets, Book III Banking, and Book IV Credit, Loans, and TAxes. The Series were developed to help a student with learning disabilities use, understand, and apply mathematics in everyday situations and contains materials and problems that he will encounter in today's adult world.

ARTICLES

83.
Altman, R., Cleland, C.C., and Swartz, J.D. "Social Responsivity in the Profoundly Mentally Retarded." Perceptual and Motor Skills, 1972 (Feb.) Vol. 34(1), 101-102.
Elicited a handshake from 20 of 26 profoundly mentally retarded adult males. This result challenges the prevailing pessimistic view of the social sensitivity of profoundly retarded persons. Possible corrective training practices are discussed.

84.
Ames, T.R. "Independent Living for the Mentally Handicapped: A Program for Young Adults." Mental Hygiene, 53 (October, 1969), 641-642.
Summarizes the philosophy and objectives of the Young Adult Institute and Workshop, Inc., of New York. Their program aids young adults (16 and above) to move from institutions to community life and employment. Follow-up studies have demonstrated the soundness of the program of the Adjustment Center. The organized alumni club provides a base to continue on-going services and assistance.

85.
_____. "Program Profiles: A Program for Transition to Independence." Mental Retardation, 1970 (Apr) Vol. 8(2) 49-51.
Within the last 13 years, the Young Adult Institute and Workshop of New York City has developed a program designed to introduce persons over the age of 16 who are mentally retarded or otherwise disadvantaged to skills they will need as employed adults. The transition program and alumni activities program which have been successfully in operation are described and plans for a program as part of an ongoing supportive program for mentally handicapped adults discussed.

86.
Anant, S.S. "The Use of Operant Conditioning with the Mental Retardates: A Report of a Pilot Experiment." Indian Journal of Applied Psychology, 1969, Vol. 6(1), 15-21.
The training program of mental retardates using operant conditioning methods was found useful as shown by the improvement made by 19 of the 20 patients in the initial 7 weeks.

87.
Appell, M.J., Williams, C.M., and Fishell, K.N. "Significant Factors in Placing Mental Retardates from a Workshop Situation." Personnel and Guidance Journal, 41 (November, 1962), 260-65.
The article discusses the differences between retardates who are successfully employed and those who are not. The successfully employed are not necessarily more intelligent or capable but have personality characteristics leading to a good rapport with their supervisors. This is supported

by comparison of two groups on scales of the Wechsler by Mann-Whitney U Test; higher scores on the nonverbal scale belonged to the employed group.

88.
Azrin, N.H., and Foxx, R.M. "A Rapid Method of Toilet Training the Institutionalized Retarded." Journal of Applied Behavior Analysis, 1971 (Sum), Vol. 4(2), 89-99.
Used a reinforcement and social analysis of incontinence to develop a procedure that would rapidly toilet train retardates and motivate them to remain incontinent during the day in their ward setting. Nine profoundly retarded adults were given intensive training (median of 4 days/patient). Incontinence was reduced immediately and eventually decreased to near 0. Results indicate that the procedure is an effective, rapid, enduring and feasible solution to the problem.

89.
Bae, A.Y. "Factors Influencing Vocational Efficiency of Institutionalized Retardates in Different Training Programs." American Journal of Mental Deficiency, 1968, 72(6), 871-874.
Attempted to determine what kinds of patient variables are significantly associated with the vocational efficiency in 8 training programs. Results suggest that factors associated with vocational efficiency vary from program to program and that the Vocational Adjustment Rating Scale is the best tool for discriminating good vocational trainees from fair ones.

90.
Bailey, D.M. "Vocational Theories and Work Habits Related to Childhood Development." American Journal of Occupational Therapy, 1971 (Sep.), Vol. 25(6), 298-302.
Discusses several theories of vocational development as they relate to skill teaching in childhood by the occupational therapist. Certain work habits are traced to early development. Problems encountered when working with clients, especially the retarded, who have not developed these work habits are noted.

91.
Baldwin, B.T. "The Psychology of Mental Deficiency." The Popular Science Monthly, July, 1911. (Reprinted as a pamphlet).
The author presents a short discussion of the history, lines of investigation, heredity, classification, and mental and physical testing of the mentally retarded.

92.
Ball, T.S., Seric, K., and Payne, L.E. "Long-Term Retention of Self-Help Skill Training in the Profoundly Retarded," American Journal of Mental Deficiency, 1971 (Nov), Vol. 76(3), 378-382.
Following 90 days of intensive self-help skill training, 6 severely retarded boys were returned to their home wards. A direct challenge of subjects retention of learned responses was conducted periodically. An immediate gain in undressing skills quickly declined after return to a custodial routine. In contrast, an improvement in dressing did not appear until almost 4 years later.

93.
Baller, W.R., Charles, D.C., and Miller, E.L. "Mid-Life Attainment of the Mentally Retarded: A Longitudinal Study." Genetic Psychology Monographs, 1967, 75(2), 235-329.
A 30-year follow-up study of 3 groups of persons at midlife originally classified as mentally retarded, "Dull", and average. Satisfactory social and economic adjustment and also adequate self-concepts derived in considerable measure from stability of early experience, influence of significant persons, and well-considered vocational experience.

94.
Barker, B.W. "Preparation of Retarded Clients and Employers for On-the-Job Training and Placement." American Journal of Mental Deficiency, 57 (April, 1953), 580-84. (Counselor, Maryland Division of Vocational Rehabilitation).
The author contrasts placement of the mentally retarded vs. handicapped. The retarded have special problems: gaining acceptance and developing self-esteem. Proper orientation to fulfill both areas (fellow workers and the retarded) creates a positive environment for successful placement.

95.
Barksdale, M.W. "Social Problems of Mentally Retarded Children." Mental Hygiene, 45 (October, 1961), 509-12.
Questions were asked of 390 retardates to enable teachers to help M-R children develop social habits and attitudes which will contribute to more satisfactory personal and social adjustment. Popular M-R children had significantly higher social quotients and special classes and assistance is necessary for improving behavior to improve social status.

96.
Barton, E.S., Guess, D., Gacia, E., and Baer, D.M. "Improvement of Retardates' Mealtime Behaviors by Timeout Procedures Using Multiple Base Line Techniques." Journal of Applied Behavior Analysis, 1970 (Sum), Vol. 3(2), 77-84.
Reduced undesirable mealtime behaviors in a hospital cottage of 16 male retardates by contingent time out procedures. As these undesirable behaviors were reduced, more appropriate mealtime behaviors emerged.

97.
Becker, R.L., and Ferguson, R.E. "Assessing Educable Retardates' Vocational Interest Through a Non-Reading Technique." Mental Retardation, 1969 (Dec), Vol. 7(6), 20-25.
Describes a reading-free vocational interest test for mildly retarded adolescent youth enrolled in a prevocational evaluation center at a state residential facility. Preliminary administration of the instrument gives strong evidence of the utility of this type of measurement in the guidance process.

98.
_____. "A Vocational Picture Interest Inventory for Educable Retarded Youth." Exceptional Children, 1969, 35(7), 562-563.
Used task descriptions of enrollees in a state training school for educable mentally retarded youth to develop a Vocational Picture Interest Inventory which consists of "108 pictorial items depicting 7 job clusters for males, and 90 items depicting 6 job clusters for females."

99.
Benjamin, G. E. "A Study of Job Success of Graduates of Work-Study Programs for the Average--Above Average Student, The Slow Learner and the Educable Mentally Handicapped Student in a Central New York State City." Dissertation Abstracts, 1968, 29(6-A), 1815.

A questionnaire and personal interviews were used to identify several hypotheses about graduates of Work Study Programs for 3 levels identified in the title. The results were (1) The 3 ability groups differed from one another only in D.O.T. ratings of jobs held, (2) The time elapsed before employment, employed a higher proportion of available time, and hourly earnings were significantly better for the first ability group than for the last two groups with the last two groups being very similar. The questionnaire evaluated the existing differences among the curricula for the three groups.

100.
Bernstein, O. "A Study of the Relationship Between Rehabilitation Readiness and Employability in Mentally Retarded Adults." Dissertation Abstracts International, 1969, 30(1-B), 366-367.

The study was designed to select and assess vocational, personal, social-interaction, demographic, cognitive and environmental factors, relate them to a criterion of employability and ascertain their contribution to a construct defined Rehabilitation Readiness. The results suggested that significant variables which appear to be predictive could help the counselor distinguish employable and unemployable individual, provide assurance that the potentially employable receive service, eliminate nondiscriminating measuring devices, and establish service priorities.

101.
Bernstein, J. "Mental Retardation: New Prospects for Employment." Journal of Rehabilitation, 32 (May-June, 1966), 16-17+.

Seventy-five to eighty-five percent of the cases of mental retardation is not possible to ascribe to a scientific diagnosis according to the 1962 President's Panel on Mental Retardation. These are the mildly retarded who show no gross abnormality of the brain. They suggest the retarded needs a job family, not a specific job. The training should include reading and operational skills, understanding of operations, and increasing perceptual skills.

102.
Bishop, R. C. "Organizational Effects of Job Enlargement as Mediated by Status Differences." Dissertation Abstracts International, 1970,30 (7-B), 3420-3421.

The purpose of the study was to examine organizational job satisfaction and performance as a function of job enlargement and the relative status level within the organization at which jobs were enlarged. Eight work groups of 6 workers each, divided into two status levels were studied in a sheltered workshop. The predictions were compared to the results.

103.
Blackman, L., and Maizes, I. "Revised Perspectives in Academic and Vocational Programming for Culturally Advanced Mentally Retarded Children." Mental Retardation, 1970 (Aug), Vol. 8(4), 16-19.

Distinguishes between the characteristics of culturally advantaged and disadvantaged mentally retarded children. Considering these differences,

the critical role of parental aspirations in planning their children's programs is noted. A variety of "continuous education" programs designed to accelerate academic instruction for the mentally retarded is described.

104.
Bloom, W. "Effectiveness of a Cooperative Special Education Vocational Rehabilitation Program." American Journal of Mental Deficiency, 1967, 72(3), 393-403.
Reports the effective action taken in a program to improve the attitudes and personalities of high school aged, educable mentally retarded subjects. Personality differences were attributed to sex, life style of the family, and receipt or nonreceipt of pay while on job training.

105.
Blout, W.R. "Naive Male Retardates and U.S. Moneys: An Exploratory Study." American Journal of Mental Deficiency, 1967, 72(3), 487-491.
Twenty naive male retardates (no training in making change) viewed all possible pairs of various amounts of money and were instructed to indicate their preference and the greater amount.

106.
Boggs, E., and Nordfors, G. "Care of the Mentally Retarded in Sweden." Children, Vol. 7, No. 4 (July-August, 1960), 150-154. (FS 3.207/2:7).
The article outlines some of the basics of mentally retarded programs in Sweden. Topics discussed are definition of the retarded, institutions, standards, training, and problems.

107.
Boroskin, A., and Giampiccolo, J.S. "Effect of Staff Ethnocentrism on the Rating of Self-Help Skills of Minority Group Mentally Retarded Patients." American Journal of Mental Deficiency, 1971 (Sep), Vol. 76(2), 249-251.
Administered Ross' Fairview Self-Help Scale to 49 Mexican-Americans, 48 Negro, and 98 Caucasian mentally retarded institutionalized adolescents match for mean MA and CA. Forty-six nursing staff subjects rated the patients' self-help skills. Results indicate that contrary to expectations, scores were not rated as lower than would be expected from MA, but were in fact higher.

108.
Bowersock, R.B. "Effects of Verbal, Vicarious, and Monetary Reinforcement on the Verbally Stated Interests of Three Rehabilitation Clients." Dissertation Abstracts International, 1971 (Mar), Vol. 31 (9-A) 4450-4451.
An experimental investigation as per the title was conducted with an additional purpose to investigate the question of whether or not learning can take place without the subject's awareness. The 3 subjects were pretested, phased for 26 straight days, and post tested. The findings suggested that rehabilitation agencies make better use of their resources by "rewarding expected behavior" which would increase the probability of repeating the response.

109.
Bozarth, J.D., and Roberts, R.R. "Effectiveness of Counselor-Trainees with Mentally Retarded Sheltered Clients." Training School Bulletin, 1970, 67(2), 119-122.
Investigated the effectiveness of counseling vs. attentive noncounseling

treatment for 23 males and 20 females mentally retarded clients in a sheltered workshop setting. Results suggest that counseling was not an effective means of proving the performance of this mentally retarded population.

110.
Branson, H.K. "Supervising Mentally Retarded Workers," Supervisory Management, Vol. 15, No. 11, (November, 1970), 16-19.
The primary reason for the need of supervision is due to emotional limitations and the need for continual emotional reward as well as someone to show the way.

111.
Bricker, W.A. "Identifying and Modifying Behavioral Deficits." American Journal of Mental Deficiency, 1970 (Jul), Vol. 75(1), 16-21.
Develops the proposition that the major focus in behavior modification should be on procedures of instruction rather than on the process of learning. In the area of retarded development, this focal difference stress analyses of defects in the program of instruction and how to eliminate these defects rather than analyses of the defects inherent in the child's nervous system.

112.
Brolin, D., and Wright, G.N. "Implementing Rehabilitation Recommendations for the Mentally Retarded." American Journal of Mental Deficiency, 1971 (Mar), Vol. 75(5), 586-592.
Attempted to determine the extent to which 5 types of recommendations from an evaluation center for the retarded were implemented and variables related to their implementation. Findings indicate that the influence of different variables on the implementation of recommendations varies according to the type of recommendation and the sex of the client.

113.
Brolin, D. "Values of Rehabilitation Services and Correlates of Vocational Success with the Mentally Retarded." American Journal of Mental Deficiency, 1972, May, Vol. 76(6), 644-651.
Investigated the efficacy of rehabilitation services for the retarded and variables related to success. Findings uphold the importance of rehabilitation services for the mentally retarded, especially males. Client outcome was found to be particularly related to the interaction of certain client, family, community, and agency variables.

114.
Brown, L., Johnson, S., and Fenrick, N. "Increasing Individual and Assembly Line Production Rates of Retarded Students." Training School Bulletin, 1971 (Feb), Vol. 67(4), 206-213.
Work arrangements (individual and assembly line) and reinforcement (social only and social plus tangible) were manipulated to increase the production rates of 6 trainable level students, 15-20 years old, in an envelope stuffing task.

115.
Budoff, M. "Learning Potential Among Institutionalized Young Adult Retardates." American Journal of Mental Deficiency, 1967, 72(3), 404-411.
Replicated the M. Budoff and M. Friedman study of learning potential with 18 pairs of institutionalized young adult retardates. Subjects whose scores following coaching were markedly higher when compared with those whose scores remained unchanged.

116.
Burnette, W.A. "The Effects of Delayed Reinforcement on Vocationally Successful and Unsuccessful Mentally Retarded Adults." Dissertation Abstracts International, 1970 (Jul), Vol. 31 (1-A), 251.
The purpose was to determine whether vocational success is related to both the preference for delayed reward and the effect of delayed knowledge of correctness of response on learning. For the successful vs. the unsuccessful, the findings showed they were less affected by delay of information, chose delayed reward more often, and there was no difference in learning performance between those randomly assigned to the two reward situations.

117.
Burris, W.R. "An Evaluation of the Mississippi Cooperative Special Education-Vocational Rehabilitation Program in Training Mentally Retarded Youths." Dissertation Abstracts, 1968, 28 (9-A), 3497-3498.
It was hypothesized that graduates of the program would be more successful in employment than a group of like special education pupils who had not been enrolled in the program. In none of the 5 variables were the differences between the two groups found to be significant at the .05 level although recognizable differences in the data favoring the experimental group were observed.

118.
Burrow, W.H. "Potential: An Unknown Quantity." Training School Bulletin, 1968, 65(1), 12-20.
Discusses several factors effecting the ability of the mentally retarded to gain and hold jobs in the community. The full potential of the individual retardate is considered an unknown quantity in a rapidly changing environment. It is suggested that as employment of retardates increases, they will gain more public acceptance.

119.
Buystyn, R. "A Vision Survey of 115 Trainable and Educable Mentally Retarded Boys." American Journal of Optometry and Archives of American Academy of Optometry, 1971 (Dec), Vol. 48(12), 1021-1024.
Administered optometric screening, using the modified clinical technique, to 115, 6-19 year old trainable and educable mentally retarded males. It is suggested that a combination of the modified clinical technique and joint evaluation with the institution's staff be utilized in screening mentally retarded handicapped students whose disabilities are severe enough to warrant institutionalization.

120.
Butterfield, G.B., and Butterfield, E.C. "The Effects of Training-Testing Interval and Intellectual Level Upon Transposition." American Journal of

Mental Deficiency, 1968, 72(5), 710-714.
The 2-choice transposition behavior of 72 high and low MA-IQ retardates was examined under conditions in which testing followed training immediately, after 10 minutes, or after 24 hours. Contrary to the discriminability hypothesis of Stevenson and Bitterman, increasing the training-testing interval did not increase the frequency of transposition of either group. These findings suggest that the discriminability hypothesis applies only to young children of normal intellect.

121.
Canter, G.N., and Stacey, C.L. "Manipulative Dexterity in Mental Defectives." American Journal of Mental Deficiency, 56 (October, 1951), 401-411.
The Purdue pegboard was given 175 male mental defectives in the age group 14-18 and IQ 42-82. The defectives scored below normal groups, dexterity matured by age 14, those below IQ of 60 showed a marked inability to perform tasks, score distribution generally followed the normal curve, and many of the defectives are capable of performing routine manual tasks well.

122.
Carson, E.O. "Jobs Held by Educable Mentally Retarded High School Graduates." Journal of Secondary Education, 40 (January, 1965), 19021.
This article is a report about the jobs held by 49 educable mentally retarded high school graduates. These mildly retarded individuals found jobs by personal effort or family effort, and adopted to fulfill their needs after a period. The author states that better programs will get better results. The jobs held by these retardates demonstrates a wide variety of jobs they are able to perform.

123.
_____. "Carton Offers Good Design, Marketing, and a Lot of Heart." Paperboard Packaging, 54 (April, 1969), 28-29.
The article reports on the Flame of Hope Corporation established to develop the mentally retarded. They design and manufacture scented candles. The goal of the project sponsored by the Joseph P. Kennedy Foundation is to develop an industry for the mentally retarded.

124.
Cegelka, W.J. "A Review of the Development of Work-Study Programs for the Mentally Retarded." Training School Bulletin, 1970, 67(2), 87-118.
Presents a brief history of vocational training and federal legislation, and reviews the development of cooperative work-study programs between education, vocational rehabilitation, and other community agencies. Suggestions for the development of work-study programs are included.

125.
Chaffin, J.D. "Production Rate as a Variable in the Job Success or Failure of Educable Mentally Retarded Adolescents." Exceptional Children, 1969, 35(7), 533-538.
Investigated the importance of production rate of mentally retarded clients as an influencing factor in their employment success. Results suggest that production rate was important to successful employment and was sensitive to modification procedures.

126.
Chaffin, J.D., Spellman, C.R., Regan, C.E., and Davison, R. "Two Follow-up Studies of Former Educable Mentally Retarded Students from the Kansas Work-Study Project." Exceptional Children, 1971 (Sum), Vol. 37(10), 733-739.
Conducted 2 follow-up studies to investigate the post-school adjustment of 30 educable mentally retarded subjects (mean age, 16 years) from the Kansas work-study program and a comparison sample of 30 EMR subjects from neighboring school districts. Subjects who were graduated from programs were graduated more often, held their jobs longer, and earned more money than did the subjects of the comparison group.

127.
Chinn, P.C. "Tangible Rewards and Promises of Rewards as a Function of Performance on a Concept-Switching Task." Dissertation Abstracts, 1967, 28 (2-A), 490-491.
The purpose was to define the effect that a promise of reward would have on performance of an experimental task by M-R and normal individuals as opposed to the effect a tangible reward would have. The findings showed that social class structure of a subject, institutionalization of the M-R, nor the three reward conditions had no bearing on performance on the concept-switching task.

128.
Chollar, W.F. "A Critical Evaluation of Prognostic Criteria Applied to Mentally Retarded Adults in a Rehabilitation Project. Dissertation Abstracts International, 1969, 30 (4-A), 1428.
The characteristics commonly referred to by staff members at the Beatrice State Home as having predictive values in determining the readiness of institutionalized residents for community occupational placement were investigated. Eighty subjects were divided into 3 groups covering a 43 month period, evaluated on 24 characteristics, and compared by chi square analysis.

129.
Clark, A., and Foster, J. "Objective Measures and Occupational Success." Mental Retardation, 1970, (Aug), Vol. 8(4), 41-44.
The vocational, intellectual, social, and emotional adjustment of 29 adolescent and adult retardates as judged by a significantly interreliable group of judges was statistically analyzed in relation to selected biographical and objective test data. Results are discussed in terms of previous findings, theoretical implications, and suggested further research.

130.
Clark, M.J. "A Community Placement Program for the Mentally Retarded." American Journal of Mental Deficiency, 1959, 64, 648-55.
Discusses the factors to consider in placement of mentally retarded with relatives, work, and a family care home. Each factor is described to fit the need of the mentally retarded.

131.
Cleland, C.C., and Swartz, J.D. "Deprivation, Reinforcement and Peer Support as Work Motivators: A Paradigm for Habilitation of Older Retardates." Community Mental Health Journal, 1968, 4(2), 120-128.
A chronically institutionalized, high grade retardate group traditionally

characterized as possessing poor habilitation prognosis was reappraised and good prognostic indices were isolated and described. From this appraisal the principles of deprivation, reinforcement, and peer support were invoked to develop a habilitation paradigm for this selected high risk group.

132.
Cleland, C.C., and Dickerson, W.L. "The Plural Elite and Rehabilitation Potential." American Journal of Mental Deficiency, 1968, 73(1), 70-73.
A picture sociometric device with 2 criteria, popularity and work partner preference, was employed with 135 instititutionalized retarded subjects. Analysis of the popularity measure indicated support for Edgerton's finding of an "elite" group within the institution. Implications for institutional programming and rehabilitation are drawn.

133.
Cleland, C.C., and Swartz, J.D. "Work Deprivation as Motivation to Work." American Journal of Mental Deficiency, 1969, 73(5), 703-712.
Presents a pilot test of the initial component of the Cleland and Swartz paradigm for habilitating chronically institutionalized retardates. Thirty subjects were used. The prediction that work deprivation for "patient workers" would serve as a strong motivator to work was upheld, and the meaning of work to retardates was clarified.

134.
Cohen, J.S. "A Workshop Operation Within the Framework of a State Institution." American Journal of Mental Deficiency, 66 (July, 1961), 51-56.
The author discusses the Edward R. Johnstone Training and Research Center and suggests that a workshop be added to the program. The workshop would provide the mentally retarded with a realistic employment for training.

135.
_____. "An Analysis of Vocational Failures of Mental Retardates Placed in the Community After a Period of Institutionalization." American Journal of Mental Deficiency, 65 (November, 1960), 371-75.
Unsuccessful placements involving 57 students and 73 unsuccessful placements made by Edward R. Johnstone Training and Research Center are reviewed. The author describes the reasons for failure.

136.
_____. "Community Day Work in an Institutional Vocational Training Program." American Journal of Mental Deficiency, 66 (January, 1962), 574-79.
As a part of a vocational training program, a community day work program would provide the final training phase prior to placement with an employer. The program is essentially an on-job-training situation with supportive services provided by the several institutions that support the program.

137.
_____. "Employer Attitudes toward Hiring Mentally Retarded Individuals." American Journal of Mental Deficiency, 67 (March, 1963), 705-13.
A questionnaire was sent out in the general area of the Edward R. Johnstone Training and Research Center to explore employer attitudes. The results showed that employers had greater empathy toward the less-educated retardate. The local program goal was to provide more education for longer periods to the retardates.

138.
Cohen, J.S. and Rusalem, H. "Occupational Values of Retarded Students." American Journal of Mental Deficiency, 69 (July, 1964), 54-61.
The hypothesis of this study is that the retarded have the same ordering of occupational values as those of the normal population. Findings indicated that (1) normal boys and girls tended to place a higher value on advancement, (2) the girls tended to share a common set of occupational values despite their differences, (3) #2 was not true for boys, and (4) the normals ranked advancement higher.

139.
Cohen, J.S. "Vocational Rehabilitation of the Mentally Retarded: The Sheltered Workshop." Mental Retardation Abstracts, 3 (April-June, 1966), 163-69.
Public Law 565, Rehabilitation Act of 1954 defines sheltered workshop as "a work oriented rehabilitation facility with controlled working environment and individualized vocational goals which utilizes work experiences and related services for assisting the handicapped person to progress toward normal living in a productive vocational status." The National Association of Sheltered Workshops and Homebound Programs define sheltered workshop as "A nonprofit organization or institution conducted for the purpose of carrying on a recognized program of rehabilitation for physically, mentally, and socially handicapped individuals by providing such individuals with remunerative employment and one or more other rehabilitating activities of an educational, psycho-social therapeutic, vocational, or spiritual nature."

140.
Collman, R.D., and Newlyn, D. "Employment Success of Mentally Dull and Intellectually Normal Ex-Pupils in England." American Journal of Mental Deficiency, 61 (January, 1957), 484-90.
The article describes data about the factors involved in employment of mentally retarded compared with normal groups. Data is also presented about the levels of employment; unskilled, semi-skilled, skilled, unemployable.

141.
Comstock, J.A. "The Relationship Between Clinically Derived Scores of Employability Scores Predicted by an Employability Model for Mentally Retarded Adolescents." Dissertation Abstracts International, 1971 (Jul), Vol. 32 (A-1), 271-272.
The specific objective was to derive and test a prediction model of employability for mentally retarded adolescents at the Cooperative School Rehabilitation Center. The model used the Peabody, Ravens, Vineland, and Reaction Time scores. Although lacking in a high degree of precision, the model was interpreted as providing some of those measures of characteristics related to employability of mentally retarded adolescents.

142.
Coogan, D., and Kaplan, H.K. "Moving the Hard to Move." Mental Hygiene, 1970 (Oct), Vol. 54(4), 520-524.
Describes a program for hospitalized adolescents who were becoming chronic patients. It was found that subjects responded favorably to a combination of constant direction and pressure with activities designed to foster a sense of independence.

143.
Cortazzo, A.D. and Runnels, E.J. "One Approach in Rehabilitating the Retarded." Rehabilitation Literature, 1970 (Dec), Vol. 31(12), 354-360.
Presents the rehabilitation program at Sunland Training Center in Miami, a residential school for the retarded. Proceeding on the assumption that most current institutional programs are department--or profession--centered, a "new organizational model" is described which is program--or resident--centered.

144.
Cotter, V.W. "Effects of Music on Performance of Manual Tasks with Retarded Adolescent Females." American Journal of Mental Deficiency, 1971 (Sep), Vol. 76(2), 242-248.
Assigned 16 institutionalized moderately retarded adolescent females to contingent and noncontingent music groups on the basis of work performance of manual tasks in a simulated workshop situation. It was found that contingent music resulted in higher mean work rate than silence.

145.
Cowden, K. "The Mentally Retarded Can Contribute." Hospital Community Psychiatry, 1969, (Dec), Vol. 20(12), 395.
Describes the use of 19 mentally retarded patients as harvesters of tomatoes when local farmers faced losses due to the unavailability of workers. Patients improved in color perception, coordination, and size judgments.

146.
Coyle, F.A., Jr., and Erdberg, P. "Quick Test Administration with Mental Retardates." Psychological Reports, 1968, 22(3, Pt. 2), 1091-1092.
The quick test appears to be relatively adequate instrument for screening retarded individuals because it provides a nonverbal mode of response.

147.
Craft, M. "A North Wales Experiment in Subnormality Care." British Journal of Psychiatry, 1971 (Feb), Vol. 118(543), 199-206.
With perhaps 1,800 subnormals/million population in North Wales, about 845/million receive nursing care in hospitals, while a program of extensive retraining, reemployment, and resettlement of subnormals makes it possible for the others to reside in local authority hotels or homes, or in private or approved lodgings financed by the government.

148.
Crosson, J.E. "A Technique for Programming Sheltered Workshop Environments for Training Severely Retarded Workers." American Journal of Mental Deficiency, 1969, 73(5), 814-818.
Workshop staff should find ways to train the retarded rather than find work to match present skills. One approach to the development of more efficient and effective vocational training procedures, the direct application of principles of operant behavior in a work-training environment, is described.

149.
Currie, C. "Evaluating Function of Mentally Retarded Children Through the Use of Toys and Play Activities." American Journal of Occupational Therapy, 1969, 23(1), 35-42.

Presents an occupational therapy functional evaluation to be applied to mentally retarded children. Familiar toys and the play activities of the child in a structured environment are seen as the basis for most effectively eliciting the child's voluntary performance.

150.
Curry, K.L. "Vocational Adjustment of Educable Mentally Retarded High School Work Study Students." Dissertation Abstracts International, 1970, 30 (7-A), 2845-2846.
The purpose of the study was to compare predicted and actual vocational adjustment of the Educable MR. At the .05 level of significance using criteria deemed important by employers, neither the Educable MR work study students nor the staff members could accurately predict how well the students would do in a work setting.

151.
D'Alton, S.O. "Concepts of Retardation in Industrial Society." Australian Journal of Mental Retardation, 1970 (June), Vol. 1(2), 38-39.
Society views mental retardation with alarm, partly due to the industrial demands for production. This view is perpetuated by the belief that the IQ is definitive. Thus, the only way to rehabilitate the mentally retarded is within the productive form.

152.
Daniels, L.K., and Stewart, J.A. "Development of a Vocational Adjustment Rating Scale for the Mentally Retarded." Training School Bulletin, 1971 (May), Vol. 68(1), 10-14.
The construction of a vocational adjustment rating scale resulted in the development of 2 separate instruments that reflect qualitatively different dimensions of vocational behavior. Included are a description of the procedures used to establish validity and reliability. It is concluded that the true factor composition and predictive validity of the separate scales will require empirical verification.

153.
Daniels, L.K. "The Relation Between the Self-Concept, Perceived Parental Behavior, and Vocational Adjustment for Mentally Retarded Young Adults," Dissertation Abstracts International, 1970 (Jul), Vol. 31 (1-B), 378-379.
In addition to the purpose as stated in the title, this investigation studied the association between intelligence and these variables. The population was 40 students ages 16 to 28 with IQ's from 50 to 80 and each was rated on a 127 item vocational adjustment rating scale. There was no significant association between self-concept and vocational adjustment, between self-concept and perceived parental behavior, and between perceived parental behavior and vocational adjustment, but there was significant association between intelligence and vocational adjustment.

154.
Deno, E. "Community-Coordinated Effort in Vocational Training for the Retarded." Exceptional Children, 27 (November, 1960), 166-172.
The article emphasizes an overall objective of mandatory educational service for retarded children that they be so educated to make them employable and to keep them off dependency lists.

155.
De Roo, W.M., and Haralson, H.L. "Increasing Workshop Production Through Self-Visualization on Videotape." Mental Retardation, 1971 (Aug), Vol. 9(4), 22-25.
Describes the use and evaluation of video recording to increase sheltered workshop productivity among educable retarded adults and young adults. Those who viewed video recordings of their work behavior each day for one week increased their production dramatically compared to those who received traditional verbal feedback only. Results suggest that the self-visualization technique is a potent tool with broad applicability.

156.
DeVoss, H. "A Study of Social Contingencies Observed in Work-Study Environments of Mentally Retarded High School Students." Dissertation Abstracts International, 1970 (May), 30 (11-A), 4824.
The investigation examined individual work-study environments, work-study environment categories, and the work-study environment as a whole for those stabilities that existed within them. The conclusions were that stability of associations between behavioral and environmental events increased in value, or amount, and differentiated a larger number of stable associations, or contingencies as the frequency totals of observed events accumulated across work-study environment categories.

157.
Dial, K.B. "A Report of Group Work to Increase Social Skills of Females in a Vocational Rehabilitation Program." Mental Retardation, 1968, 6(3), 11-14.
Inability to handle intersexual relationships may threaten the chances of some females for vocational rehabilitation. Social adjustment classes, focused on sex education to provide opportunities to discuss problems and for self-expression, are described. Results from 5 years of operation indicate positive effects.

158.
Dickerson, W.L., Cleland, C.C., and Patton, W.F. "Note on Experience in Ability to Predict Retardates Job Choice." Psychological Reports, 1967, 21(2), 606-608.
Twenty-three retardates ranked their preferences for 6 vocational situations. Three discriminable preference groups emerged. Three normal groups, attendants at a state institution, college students, and vocational rehabilitation counselors ranked the same situations as they thought retardates would rate them.

159.
DiMichael, S.G. "Providing Full Vocational Opportunities for Retarded Adolescents and Adults." Journal of Rehabilitation, 30 (July-Aug, 1964), 10-12, 30-31.
The author outlines a plan through which mentally retarded may have the opportunity to prepare for adult living and enter employment. His design centers around four categories for training; (1) competitively employable, (2) marginal competitively employable, (3) sheltered employable, (4) marginal sheltered employable. He then defines how the needs of each category are to be met.

160.
Diprose, D.C. "The Trainable Retarded." Slow Learning Child: The Australian Journal on the Education of Backward Children, 1968, 14(3), 138-152.
Outlines, "in order to clarify terminology, the organization of schools

as it relates" to preparing mentally handicapped for adult life in Australia. Results are presented for an 18 month experiment with 16-18 year old children. An attempt was made "to change the atmosphere from that of school to workshop." An attempt was also made to deliberately effect a change from childhood to young adulthood.

161.
Dixon, L. "The Mentally Retarded Can Do A Job." Supervisory Management, 13 (October, 1968), 30.
The articles outlines how the National Association for Retarded Children is working with the Bureau of Apprenticeship and Training to train mentally retarded through on-the-job training. The program uses the buddy system and has an 80% retention rate.

162.
_____. "The Mentally Retarded: Source of Good, Steady Employees." Employment Service Review, May-June, 1968, 22-23, 27.
The article describes both employers and types of jobs involved in a training program of 10 weeks on-the-job training for qualified mentally retarded through a contract between the National Association for Retarded Children and the Bureau of Apprenticeship and Training. The retention rate was 80%. The problems noted were (1) lack of job matching of retarded to available job openings, (2) lack of available training to prepare retarded for outside employment.

163.
Doll, E.A. "Programs for the Adult Retarded." Mental Retardation, 1968, 6(1), 19-21.
Comments that little attention has been given to information about, programs for, or the future of retarded adults. A life history program anticipating the short life expectancy of the mentally retarded as evolutionary stages was discussed. The good and bad features of sheltered workshops and supervised employment were noted in relation to the needs of the retardates.

164.
Dollins, C.N. "The Effect of Group Discussion as a Learning Procedure on the Adaptive Social Behavior of Educable Adult Mental Retardates." Dissertation Abstracts, 1967, 28 (6-A), 2056-7.
An adaptive social behavior instrument was developed to enable raters to judge changes in behavior that occurred as a result of 20 group discussions using 74 subjects divided into 3 experimental and 3 corresponding control groups. All experimental groups showed gains in behavioral scale scores. A conclusion was that the selective use of group discussion can be effective for the maintenance and improvement of the adaptive social behavior of the subject group who do not have community placement experience.

165.
Donohue, J.F. "Computer-Based Study of Mental Retardation." Computers and Automation, 18 (October, 1969), 50-52.
A computer based study was conducted by the Pacific State Hospital. They found that (1) the highest rate of death among incoming patients were children under 5 and IQ less than 30, (2) mentally retarded think like a

computer (fixed and inflexible), (3) the label mental retardation followed a clear socio-economic bias.

166.
Dunlap, E.L. "The Relationship Between Frustration Reaction and Occupational Training Success in a Group of Mentally Retarded Adolescents." Dissertation Abstracts International, 1969, 30(5-A), 1863-1864.
Four variables were selected for analysis of a sample of 50 MRs. The study revealed positive results at the .05 level of significance on the variables of impunitiveness, need-persistence, group conformity scores, etc.

167.
Dybwad, G. "Planning Facilities for Severely and Profoundly Retarded Adults." Hospitals & Community Psychiatry, 1968 (Dec.), Vol. 19(12), 392-395.
Describes the features desirable in facilities to be used for housing severely retarded adult patients.

168.
Eagle, E. "Prognosis and Outcome of Community Placement of Institutionalized Retardates." American Journal of Mental Deficiency, 1967, 72(2), 232-243.
Calculations of published data on 12,471 releases from state institutions for the mentally retarded show that 27.5% had an unfavorable prognosis. Because of the wide disagreement as to the prognostic value of many release characteristics for success or failure in community placement of the mentally retarded, intensified research and critical evaluation of placement procedures are indicated.

169.
Elkin, L. "Predicting Performance of the Mentally Retarded on Sheltered Workshop and Non-Institutional Jobs." American Journal of Mental Deficiency, 1968, 72(4), 533-539.
Predictive indices were related to performance of mentally retarded adults on an experimental job and in noninstitutional domestic employment. The "general ability" hypothesis that psychomotor and intellectual skills are closely related in retardates were supported.

170.
Elmer, F.W. "An Analysis of the Differences Between Successful and Non-Successful Students of a Vocational Training Program for the Mentally Retarded in a Comprehensive Rehabilitation Center." Dissertation Abstracts, 1967, 28(1-A),121-2.
The purpose of this study was to isolate factors which might be used to predict success. No significant differences at the .05 level of confidence between successful and non-successful students were found on verbal intelligence, performance intelligence, full scale intelligence, reading achievement, arithmetic achievement, age and grade completed.

171.
Emanuelsson, Ingemar. "A Twenty-Six-Year Follow-Up Study of Mentally Retarded Children." Slow-Learning Child: The Australian Journal on the Education of Backward Children, 1967, 14(1), 41-53.
Attempted to determine if adjustment to the labor market and society was more difficult for intellectually weak people than others, and if any particular category of intellectually backward people has greater

adjustment difficulties. It is suggested that the mentally retarded find it more difficult than others to adjust to society only in some respects.

172.
_____. "Employing the Mentally Retarded." Personnel, July/August 1965, 6-7.
The W.T. Grant Company received Employer of the Year Award for the National Association for Retarded children. The firm had a successful program of hiring mentally retarded in numerous jobs such as bus boys, dishwashers, and stockroom boys.

173.
Engel, A.M. "Employment of the Mentally Retarded." American Journal of Mental Deficiency, 57 (October, 1952), 243-67.
The article reports what should be done to help the mentally retarded to be successfully employed. Both characteristics and factors about employers and mentally retarded are compared to a successful employment situation.

174.
Etienne, J., and Morlock, D.A. "A Pre-Vocational Program for Institutionalized Mental Retardates." Training School Bulletin, 1971 (Feb), Vol. 67(4), 228-234.
Describes a prevocational program designed to facilitate the institutionalized mental retardate's return to the community.

175.
Etienne, J.F. "The Relationship Between Language and Employment of Caucasion, Negroid, and Spanish-American Male Educable Mentally Retarded Adults." Dissertation Abstracts, 1968, 29 (4-A), 1037.
The Illinois Test of Psycholinguistic Abilities was used to measure the language proficiency of employed and unemployed adult, male retardates in the racial and ethnic groupings. The groups were matched in regard to intelligence level, age, and length of time in a work-study program. The findings showed that the employed have superior language proficiency than the unemployed. The problem of retardation appeared to transcend the problem of racial and ethnic groupings.

176.
Eyman, R.K., Tarjan, G., and Cassady, M. "Natural History of Acquisition of Basic Skills by Hospitalized Retarded Patients." American Journal of Mental Deficiency, 1970 (Sep), Vol. 75(2), 120-129.
A two-year admission cohort (N=727) at a state hospital was followed for three years, and assessed annually with respect to ambulation and toilet training. A simple Marov chain was used for analysis. The outlook for nonambulatory and nontoilet-trained patients under standard care was poor. A small subgroup receiving more intensive treatment had a better prognosis.

177.
Friedman, R. "Show the Face of a Retarded Child?" Editor and Publisher, 101, (July 27, 1968), 42-43.
The article is about the bias of newspapers, parents, and the public against mentally retarded children. The effect of this bias has been to limit the knowledge of the public about mental retardation.

178.
Funkhouser, R.H. "The Development and Standardization of a Picture Self-Concept Test for use with Male Retardates of Vocational Age." Dissertation Abstracts International, 1970 (Oct), 31(4-A), 1619.
The study was concerned with the problem of objectively assessing the self-concept of the retarded. The 4 problems were (1) test content and design, (2) reliability and validity, (3) computation of factor variance, and (4) communality of the 10 sub-tests. Correlations tended to be above .71 at the .01 level of significance.

179.
Gardner, W.I. "Effects of Failure on Intellectually Retarded and Normal Boys." American Journal of Mental Deficiency Development, 70 (May, 1966), 899-902.
The article reports a study investigating the effects of failure on groups of normal and retarded boys. The retarded were less affected because they had lower success expectancy.

180.
Gardner, W.I., and Brande, C. "Reinforcement Conditions and Incidental Learning in Mentally Retarded Adolescents." American Journal of Mental Deficiency, 1967, 72(2), 215-219.
Mildly retarded adolescents, after performing on a serial learning task, were tested for recognition of incidental cues present during learning. Group NI received no incentive other than instruction, Group SR was provided with verbal statements of praise during learning trials, and Group TI was offered a prize for satisfactory performance. Providing supportive comments resulted in better intentional learning and more effecient incidental learning.

181.
Gardner, W. "Social and Emotional Adjustment of Mildly Retarded Children and Adolescents: Critical Review." Exceptional Children, 33(Oct, 1966),97-106.
The author uses a study based on three groups to support his hypothesis that the mentally retarded in special education make a better overt adjustment in special classrooms than regular classrooms.

182.
Gerjuoy, I.R., and Winters, J.J. "Response Preference and Choice-Sequence Preferences: I. Regression to Alternation." Psychonomic Science, 1967, 7(12), 413-414.
Five numerical binary-choice tasks of varying difficulty were administered to normal 4th-8th grade children and adolescent educable retardates. Retardates alternated more than normals on all tasks. Alternations was greatest for the most difficult task. This non-adaptive behavior that is lower in the developmental hierarchy may be called "regression to alternation."

183.
Gibson, R.F. "Hiring the Intellectually Handicapped is Good Business." S.A.M. Advanced Management Journal, 37:60-4, Jan. 72.
The article discusses several of the basic reasons for hiring MRs, presents a case history about a young retarded clerical worker, and concludes the article discussing how various organizations, including the Federal Government, offer services to aid the employing process.

184.
Goldman, M.S. "Identification of Barriers and Facilitators in the Vocational Habilitation of Educable Mentally Retarded Youth." Dissertation Abstracts International, 1970 (Sep), Vol 31(3-B), 1518.
The study was designed to test the relationship of selected subject family, special education, and community characteristics to current employment status. The study tested 40 hypotheses and 32 independent variables. The findings were limited, but indicating several variables as having significance at the .05 level.

185.
Gorelick, M.C. "Assessment of Vocational Realism of Educable Mentally Retarded Adolescents." American Journal of Mental Deficiency, 1968, 73(1), 154-157.
Assessed the level of vocational realism of high school educable mentally retarded (EMR) subjects, and studied the relationship between realism and post-high school employment success. The hypothesis that the Realistic EMR would be more successful in post-school employment than the unrealistic or non plan EMR was not confirmed. Significant correlates with the level of vocational realism were found.

186.
Gozali, J. "The Need for Approval: A Motivational Study of the Performance of Mildly Mentally Retarded Young Adults in Selected Performance Tasks." Dissertation Abstracts, 1968, 28(10-A), 3886-7.
The purpose of this study was to investigate the effects of positive and nonreinforcement verbal conditions, the relations between the need for approval and IQ, and the need for approval and S.E.S. The findings lend support to the theoretical model which generated the problems.

187.
Graebner, O.F. "Post Oak Village Campus Half-Way Cottages." Training School Bulletin, 1969, 66(3), 127-132.
Describes a hospital improvement project designed to train and move teenage and older educable retarded boys and girls to off-campus life. Under the guidance of a supervisor and a social worker, subjects furnished their apartments, had telephones installed, now shop on their own, and work off-campus.

188.
Gramm, G. "The Ad That Had to Run--What It Had to Do, and What It Did," Advertising Age, 33 (October 1, 1962), 95-96.
The article is about the effect of an ad ran in the New York Times which enlightened the public about mental retardation and brought some of the problems and agonies out in the open.

189.
Gray, B.L., and Weiss, D.J. "Pilot Study of the Measurement of Job Satisfaction of Mentally Retarded Adults." Proceedings of the Annual Convention of the American Psychological Association, 1971, Vol. 6 (Pt. 2), 611-612.
The study involved modifying the Minnesota Satisfaction Questionnaire for use with mentally retarded. The three phases of the research were (1) converting responses from a verbal to pictorial form (2) lowering the understandability of the items to be rated, and (3) trial applications of the revised questionnaire.

190.
Gregory, R.J. "The Application for Employment and Job-Seeking Success Among Educable Mentally Retarded Youth." Dissertation Abstracts, 1968, 29 (6-A), 1753-4.

The purpose of this study was to determine whether training educable mentally retarded youth in job-seeking skill had an effect on the ability of subjects to complete composite applications for employment and on-job-seeking behavior. Two groups were chosen from 158 subjects, trained and followed up. As a result of the findings, a training program was recommended.

191.
Griesinger, F.E. "Sheltered Workshop Named One of Top 10 Suppliers." Purchasing, 71:39, N 11 '71.

Written by the supervisor of Mechanical Procurement at Honeywell to tell about an award as one of the top 10 supplies out of 2,000 vendors. The Upper Pinelas Association for Retarded Children delivered more than 200,000 component parts without a single reject. Some of the types of work performed was unwinding leads, die cut parts, cutting wire, packing, etc.

192.
Groves, I.D., and Carroccio, D.F. "A Self-Feeding Program for the Severely and Profoundly Retarded." Mental Retardation, 1971, (June) Vol. 9(3), 10-12.

Describes a program for teaching severely and profoundly retarded persons to eat with a spoon. Subjects were sixty 13-59 year old institutionalized females. Operant conditioning techniques were used to increase the appropriate use of spoons during meal periods.

193.
Gruber, I.H. "A Follow-Up Study of Educable-Retarded Clients of a State Vocational Rehabilitation Agency for the years 1959-1963." Dissertation Abstracts International, 1969, 30(3-A), 1018-9.

The subjects were investigated by collecting data from their client files and questionnaires. The criteria used was the "Rehab Criteria" for being rehabilitated and the "Neff Criterion" predicated on an employability rating and success scale. Numerous findings were statistically significant on both criteria.

194.
Guthrie, G.M., Gorlow, L., and Butler, A.J. "The Attitude of the Retardate Toward Herself: A Summary of Research at Laurelton State School and Hospital." Pennsylvania Psychiatric Quarterly, 1967, 7(1), 24-34.

Simple declarative statements and pictures depicting various interpersonal situations may be used to elicit responses from which the self-attitudes of a retardate can be inferred. Although the relationship of these attitudes to overt behavior is low, treatment programs should be as responsive to the self-attitudes of the retardates as they are to those patients with greater verbal facility.

195.
Harding, F.A., Singer, D.M., and O'Hara, J. "Retarded in Plastics Industry." Rehabilitation Record, 5 (September-October, 1964), 16-17.

The article reports on a program started in Leominster, Massachusetts to

employ the mentally retarded. The article defines several reasons why 90% of the retarded who completed the program were employed successfully.

196.
Harms, E. "The Need for Differentiation in Rehabilitating the Mentally Retarded." Mental Hygiene, 54 (July, 1970), 457-458.
The author believes that the present system of educating the mentally retarded based on educational standards developed by schools of education is less than it should be. He suggests a need to differentiate between the types of mentally retarded, a need for a basic view of an impairment to develop a specific educational system for it, and that satisfaction can be made only if such specific educational system for it, and that satisfaction can be made only if such specific educational systems for each pathological type is developed.

197.
Hartlage, L. "Receptivity of Employers to Hire Mentally Retarded and Ex-mental Patients." Journal of Counseling Psychology, 13 (Spring, 1966), 112-114.
The article reports on a study conducted about the employers in Frankfort, Kentucky and their attitudes towards mentally retarded. A table and a list of findings are reported. In general, they demonstrate that the employer knows very little about the value of the mental retardate.

198.
Haywood, H.C., and Weaver, S.J. "Differential Effects of Motivational Orientations and Incentive Conditions on Motor Performance in Institutuionalized Retardates." American Journal of Mental Deficiency, 1967, 72(3), 459-467.
Forty extrinsically motivated institutionalized mental retardates and 40 extrinsically motivated similar subjects performed a hold punching task over 4 sixty-second trials under 1 of 4 incentive conditions: 10¢ reward, 1¢ reward, promise of another task, or no reward.

199.
_____. "Help for the Retarded." Nation, 201 (September 27, 1965), 151.
The article discusses various proposals for the mentally retarded as presented by Senator Robert F. Kennedy. It also reviews the problems at Willowbrook State School in New York.

200.
Henchy, V. "The Use of Token Reinforcement as a Means of Improving the Self-Help Skills of a Group of Trainable Retarded Children." Graduate Research in Education and Related Disciplines, 1970 (Spr), Vol. 5(2), 124-136.
The task was learning to tie a shoelace. A prosthetic training device constructed by the Experimenters was used. Twelve 8.4-11.3 year old subjects were selected from special classes in a day elementary school, and were matched on basis of IQ, sex, age, etc. Six experimental subjects received M & M candies for each successful attempt.

201.
Hendel, D.D. "Test Format and Administration Variables as Related to the Performance of Mentally Retarded Adults on Multifactor Tests of Vocational Abilities." Proceedings of the Annual Convention of the American Psychological Association, 1971, Vol. 6(Pt. 2), 615-616.
It was hypothesized that modifications in test format and administration

variables would improve the performance of mentally retarded adults on multifactor ability tests such as the General Aptitude Test Battery.

202.
Hislop, M.W. "Behavioral Management Services for the Retarded: Application of Operant Training Procedures in the Home." Ontario Psychologist, 1971, Vol. 3(4), 226-233.
Describes the basic principles underlying a program of operant training in the homes of retarded children. Success was found to occur at a high rate when control of the children's behavior was effectively transferred from the original therapist to the parents.

203.
Howe, C.E. "Is Off Campus Work Placement Necessary for all Educable Mentally Retarded?" Exceptional Children, 1968, 35(4), 323-326.
Compared the postschool adjustment of two groups of educable retarded persons: one group had off campus work experience and the other had a program limited to the school setting on campus work experience. Results indicate that subjects without off campus work experience were achieving as well as those who had been placed in work situations in the community as part of their high school program.

204.
Huddle, D.D. "Work Performance of Trainable Adults as Influenced by Competition, Cooperation, and Monetary Reward." American Journal of Mental Deficiency, 1967, 72(2), 198-211.
Forty-eight subjects were equally divided into reward and no-reward groups, which were further divided into subgroups working individually, competitively, and cooperatively. Systematically collected anecdotal data indicated that competition may be an important factor in the workshop performance of trainable adult males.

205.
Hunt, J.G., Fitzhugh, L.C., and Fitzhugh, K.B. "Teaching 'Exit-Ward' Patients Appropriate Personal Appearance Behaviors by Using Reinforcement Techniques." American Journal of Mental Deficiency, 1968, 73(1), 41-45.
Twelve "exit-ward patients were taught appropriate personal appearance behaviors by using reinforcement techniques. The procedure involved reinforcement of desirable behaviors and nonreinforcement of undesirable behaviors. Tokens were used as generalized reinforcers.

206.
Jackson, J.L. "Extended Rehabilitation Services for the Mentally and Physically Handicapped." Rehabilitation Literature, 1971 (Feb), Vol. 32(2), 43,44.
Describes a project conducted by the Texas Rehabilitation Commission to demonstrate the value of extended rehabilitation services to mentally retarded persons who are currently ineligible for such services because of the severity of the disability and the length of time required for their care.

207.
Jackson, R.N. "Employment Adjustment of Educable Mentally Handicapped Ex-Pupils in Scotland." American Journal of Mental Deficiency, 1968, 72(6), 924-930.
A follow-up survey was conducted in Edinburgh in which the employment

adjustment of 188 ex-pupils from 5 day special schools for the educable mentally handicapped was examined. A positive relationship between measured intelligence and employment adjustment was recorded in both the male and female samples.

208.
Jackson, S.K., and Butler, A.J. "Prediction of Successful Community Placement of Institutionalized Retardates." American Journal of Mental Deficiency, 68, (September, 1963), 211-17.
The study was designed to test the relationship of certain maturational and environmental variables to successful adjustment of institutionalized retardates upon return to the community. There were 82 successful and 109 unsuccessful placements who were tested against 22 variables which was analyzed.

209.
Kahn, H., and Burdett, A.D. "Interaction of Practice and Rewards on Motor Performance of Adolescent Mental Retardates." American Journal of Mental Deficiency, 1967, 72(3), 422-427.
The findings of this study suggest that retardates present poor initial performance on motor skill tests because of slowness in adapting to novel demands, and that through opportunity for learning they are capable of relatively rapid and great degrees of improvement.

210.
Kauppi, D.R., and Weiss, D.J. "The Utility of Classification Systems in the Rehabilitation of the Mentally Retarded." Journal of Special Education, 1968, 2(4), 361, 367.
Examines the usefulness of the classification mentally retarded as an abbreviation for detailed description, and as a means of predicting intellectual and psychomotor capabilities and potential for educational, vocational, and social adjustment.

211.
Kebbon, L., Aldrin, M., and Hallerstedt, G. "The Structure of Abilities in the Retarded: Comparison Between Men and Women." Scandinavian Journal of Psychology, 1967, 8(3), 150-154.
Subjects were 89 17-54 year old women, with IQs of 40-90. Their scores were factor analyzed on 16 tests measuring verbal, spatial-indictive, numerical, and psychomotor factors. Comparison with the corresponding scores from 89 matched men and 92 normal men indicated that, in terms of these factors, retarded women and men have the same ability structure and that both have a similar structure to that of persons of average and superior intelligence.

212.
Kelly, J.M., and Simon, A.J. "The Mentally Handicapped as Workers--A Survey of Company Experience." Personnel, Vol. 46, #5, September-October, 1969, 58-64.
The article reports on findings that supports the idea that mentally retarded can and need routine, repetitive type of jobs. The principle factors for successful placement are the same as for nonhandicapped; attitudes, ability, and the degree of skill required.

213.
Kirman, B. "Mentally Handicapped Persons." British Medical Journal, 1968 (Dec), Vol. 4 (5632), 687-690.
Discusses the diagnosis, development, education and training, and progressive conditions of mentally handicapped persons. Advice to parents, other handicaps, and genetic advice concerning mental retardation are also examined.

214.
Kliebhan, J.M. "Effects of Goal-Setting and Modeling on Job Performance of Retarded Adolescents, American Journal of Mental Deficiency, 1967, 72(2), 220-226.
Goal-setting and modeling techniques based on 2 social learning theories were implemented in an ongoing work training program for retarded male adolescents. Results suggest that the work potential of adolescent retardates can be effectively augmented by both personal and social motivational factors.

215.
Kolstoe, O.P. "The Employment Evaluation and Training Program." American Journal of Mental Deficiency, 65, (July, 1960), 17-31.
The author describes a program designed to develop jobs for mentally retarded. The essence of the program is to combine public relations with job design to build in success.

216.
Kolstoe, O.F. and Shafter, A.J. "Employability Prediction for Mentally Retarded Adults: A Methodological Note." American Journal of Mental Deficiency, 66 (September, 1961), 287-289.
The author suggests that the prediction of success-failure in a vocation through a differential analysis of vocational and social behavior factors of different jobs is needed to aid placement of mentally retarded. All such descriptions should be arranged according to some scheme of levels of complexity with a similar method of classifying individuals.

217.
Krishef, C.H., and Hall, M.A. "Employment of the Mentally Retarded in Hennepin County, Minnesota." American Journal of Mental Deficiency, 60 (July, 1955), 182-189.
The article is a statistical analysis of the how-why, success-failure of mental retardate employment in the county starting with a break-down of the jobs involved.

218.
Kruger, D.H. "Trends in Service Employment: Implications for the Educable Mentally Retarded." Exceptional Children, 30 (November, 1963), 167-72.
The author discusses the social and technological impact on job for mentally retarded. His primary point is that one needs to know the kinds of jobs available in the labor market prior to training the mentally retarded.

219.
Lange, J. "VRU: Helping Agency for the Retarded." Menninger Perspective, 1971, (Feb), Vol. 2(2), 19-22.

Describes a vocational rehabilitation unit for the mentally retarded which is equipped to train 60 adult retardates. Clients average between 17 and 24 years of age and remain in the unit an average of 5 months. Training includes socialization techniques and vocational training in service-oriented occupations.

220.
Latzer, P. "Hiring the Mentally Handicapped." Office, 69 (May, 1969), 43+.
The article describes several factors which help the retardate to adjust to a job, cause failure, and then discusses ways to obtain the best results when hiring mentally retarded.

221.
Leath, J.R., and Flournoy, R.L. "Three Year Follow-Up Study of Intensive Habit Training Program." Mental Retardation, 1970 (June), Vol. 8(3), 32-34.
Forty severely retarded institutionalized girls made significant gains in social maturation during a relatively brief exposure to behavior-shaping techniques. The current level of social maturation of 33 of the same girls was assessed. It was found that all gains registered in the training period were maintained after 3 years of no formal training.

222.
Lehman, A. "Dealing with the Employer in Job Finding and Placement." American Journal of Mental Deficiency, 56 (October, 1951), 445-47.
The author discusses problem areas in dealing with placement of the mentally retarded; such as, parental attitudes, communication, job matching, interviewing, and employer acceptance.

223.
Levine, M. and Elliot, C.B. "Toilet Training for Profoundly Retarded with a Limited Staff." Mental Retardation, 1970 (June), Vol. 8(3), 48-50.
Toilet trained 103, 4-48 year old profound retardates with limited staff in a 10 week program. After the program, a marked reduction of soiled linen and a significant decrease in the frequency of accidental defecations were noted.

224.
Linford, A.G. and Duthie, J.H. "Spontaneous Unintentional Conditioning of the Experimenter as a Reinforcer." Perceptual and Motor Skills, 1970 (Oct), Vol. 31(2), 518.
During a study to teach young trainable Down's Syndrome children a high endurance physical activity a subject failed to exhibit response decrement on withdrawal of primary and social reinforcement. By use of remote control TV cameras it was possible to establish that the behavior was maintained by the presence of the experimenter alone.

225.
Lingren, R.H. "Anxiety, Praise, and Reproof: Their Effect Upon Learning and Recall of MR Boys." American Journal of Mental Deficiency, 1967, 72(3), 468-472.
The effects of anxiety, praise, and reproof upon learning and recall of a complex paired associates task is evaluated and praise and reproof of performance were made. Reproof was superior to praise in facilitating performance, irrespective of anxiety level.

226.
Logan, D.L., Kinsinger, J., Shelton, G., and Brown, J.M. "The Use of Multiple Reinforcers in a Rehabilitation Setting." Mental Retardation, 1971 (June), Vol. 9(3), 3-6.
Determined the effects of multiple reinforcers on performance level of six, sixteen-nineteen year old male mental retardates in a sheltered workshop. The task involved operation of drill presses with social or monetary reinforcements. Results demonstrated that multiple reinforcement, in the form of a visual display and verbal reinforcement, facilitates the performance rates of noninstitutionalized retardates.

227.
Luckey, R.E., and Chandler, P.J. "Demonstration Habilitation and Self-Care Nursing Projects for Multi-Handicapped Retardates." Mental Retardation, 1968, (Oct), Vol. 6(5), 10-14.
Complementary habilitative and self-care nursing projects were undertaken to demonstrate the feasibility of promoting optimal overall development and to combat the injurious effects of group custodial living while multihandicapped retardates were still in their formative years. Results reveal that the overall physical and psychosocial condition of severely handicapped retardates can be significantly improved.

228.
Maller, O., Engelrad, B., Berlin, M., and Bar Or, A. "Occupational Therapy with Adult Mentally Deficient: A Proposal for an Evaluation Form." Israel Annals of Psychiatry & Related Disciplines, 1967, 5(2), 198-211.
Discusses the process, methods, and aims of building a ward for rehabilitation of adult mentally deficients. Descriptions and commentaries from an evaluation form kept by the staff of an experimental rehabilitation ward are given.

229.
Manus, G.I., Kovacs, M., Roberts, N., and Levy, B.E. "Vocational Skill Analysis of the Educable Mentally Retarded Client." Proceedings of the Annual Convention of the American Psychological Association, 1970, 5(Pt. 2), 705-706.
Exposed 40 educable mentally retarded clients to a 12 week training program comprising 6 weeks of training in clerical/banking activities and 6 weeks of training in industrial/electronic assembly activities. Subjects were tested on a skill test battery developed or adapted from standard tests. Nine skill tests given before training yielded correlations with the criterion measures of achievement but nonsignificant correlations with the adjustment criterion.

230.
Martin, G.L., McDonald, S., and Omichinski M. "An Operant Analysis of Response Interactions During Meals with Severely Retarded Girls." American Journal of Mental Deficiency, 1971, (July), Vol. 76(1), 68-75.
Developed a program in which 72 undergraduates served as operant conditioners on a short-term basis to treat undesirable mealtime behaviors of 4 severely retarded, institutionalized, 9-19 year old girls. The students recorded for each subject the relative frequencies of slopping food, yelling, playing with utensils, and eating with hands.

231.
Martin, G.L. "Operant Conditioning in Dressing Behavior of Severely Retarded Girls." Mental Retardation, 1971 (June), Vol. 9(3), 24-31.
Trained psychiatric nurses and nurses' aides to use operant conditioning principles to teach eleven 7-20 year old severely retarded girls to dress with several clothing items. For each clothing item, a step-by-step training procedure was developed. In the majority of subject improved performance in training sessions was generalized to the word situation.

232.
Martin, G.L., England, G.D., and England, K.G. "The Use of Backward Chaining to Teach Bed-Making to Severely Retarded Girls: A Demonstration." Psychological Aspects of Disability, 1971, (Mar), Vol. 18(1), 35-40.
The task of bed-making was broken into 20 steps and was taught to the subjects in backwards fashion by starting with the last step of the sequence. Regarding a comparison of backward chaining to forward chaining as training procedures, there appears to be no experimental evidence to indicate the conditions under which one may be more effective than the other.

233.
Match, E., and Miller, A.W. "Two Driver Education Programs for the Physically and Mentally Handicapped." Exceptional Children, 1969, 35(7), 563-564.
149 Disabled subjects and 30 mental retardates participated in 2 driver education courses to increase mobility and thus the feasibility of employment. Of the 126 disabled subjects who took the driver license examination, 118 passed. Mental Retardates required more instruction time and test administrations before receiving a license.

234.
Mayer, C.L. "Relationships of Self-Concepts and Social Variables in Retarded Children." American Journal of Mental Deficiency, 1967, 72(2), 267-271.
98 mentally handicapped students of junior high school age were grouped according to sociometric and socioeconomic status. Self-concept ratings on 2 different scales were obtained to evaluate the relationship of self-concepts to sociometric and socioeconomic status. The relationship of the 2 self-concept scales was also investigated.

235.
Meadow, L. and Greenspan, E. "Employability of Lower-Level Mental Retardates." American Journal of Mental Deficiency, 65 (March, 1961), 623-28.
The article reports on an experiment with 10 mentally retarded with IQs of 40 to 60. They were placed in an actual work situation with 20 handicapped workers to discover the impact of a real-work situation and group influence upon the retardates' work behavior and learning. In essence, work became more meaningful than previous social and recreational activities.

236.
_____. "Mentally Handicapped: Brighter Outlook." The Economist, 239 (June 26, 1969), 29.
There is a shift of emphasis from institutions to local authorities with respect to care of the mentally retarded in England and Wales. The institutions are becoming overcrowded because the retarded are living longer causing too many to be looked after by too few.

237.
_____. "Mentally Retarded in the Public Service." Labour Gazette, 68 (March, 1968), 152.
The article is a brief review of a pilot project in Canada covering a new vocational training program to serve the employable mentally retarded. It also discusses the experience of the U.S. Civil Service Commission's appointment of 3,562 retardates with 93% success.

238.
Michal-Smith, H. "Rehabilitation of the Mentally Retarded Blind: The Past, Present, and Future." Rehabilitation Literature, 1969 (July), Vol. 30 (7), 194-198.
Reviews historical attitudes toward the mentally retarded blind and discusses rehabilitation as including "the global aspects of total functioning." It is concluded that attitudinal changes toward the multiple handicapped are necessary before they can be helped to reach their full potential.

239.
Monaco, T.M., Fizer, F., and Sedge, Z. "Pilot Project: Housekeeping Incentive Plan." Central Missouri Synthesis on Mental Retardation, 1968 (Dec), Vol. 1(2), 12-14.
Tested the effectiveness of a monetary form of reward in developing quality control and speed associated with housekeeping tasks performed in cottages by 40 mentally retarded institutionalized females. An analysis of pre- and post-monetary performance indicates that quality and speed in performing specific cottage housekeeping tasks increased and remained consistent after the introduction of money as a reinforcing agent.

240.
Monaco, T.M., Peach, W., Blanton, R.S., and Loomis, D. "Pilot Study: Self Care Program for Severely Retarded Girls." Central Missouri Synthesis on Mental Retardation, 1968, (Sept), Vol. 1(1), 8-20.
Each of nine 9-15 year old severely retarded girls served as her own control in a sixteen day pilot program designed to determine if a control-led stimulus response environment would reduce the number of verbal and/or demonstrated assists required by each subject to complete a dressing operation.

241.
Mordock, J.B., and Selvaggio, V.J. "The Child Care Worker and Sensory Training." Devereux Schools Forum, 1969, Vol. 5(1).
Discusses the methods and techniques of sensory training in the home and the individualized techniques for special cases for use by the child-care worker. Emphasized is the fact "that education is not confined to the classroom /and that the/ child care worker as a member of the multi-disciplinary team must not forget her educative function."

242.
McCormack, P. "Trained Retarded Competitive." Fort Lauderdale News and Sun-Sentinel, (December 19, 1971), 18G.
The article discusses how several countries, firms and the government are utilizing the mentally retarded. These experiences point toward greater expectations in the future.

243.
McKerracher, D.W., and Orritt, C.P. "Prediction of Vocational and Social Skill Acquisition in a Developmentally Handicapped Population: A Pilot Study." American Journal of Mental Deficiency, 1972 (Mar), Vol. 76(5), 574-580.
Investigated 75 16-40 year old developmentally handicapped trainees who had been given a full scale WAIS on entry into the Vocational and Rehabilitation Research Institute. A principal components factor analysis revealed that intelligence was an autonomous factor unrelated to vocational progress.

244.
McKibbin, E.H. "An Interdisciplinary Program for Retarded Children and Their Families." American Journal of Occupational Therapy, 1972 (Apr) Vol. 26(3), 125-129.
Describes the work in the past 2 years of the Center for Developmental and Learning Disorders' staff (an interdisciplinary team) in helping parents cope with daily living with their retarded child.

245.
Neal, W.R., Jr. "Articulatory Deviations and Employability of the Adolescent Educable Mentally Retarded." Exceptional Children, 1969, 35(7), 561-562.
Examines the relationship between articulatory deviation and judgments of employability by training supervisors of 26 mentally retarded adolescents. Over 50% of the subjects were judged employable, however, articulatory deviation was not a primary factor in the determination of employability.

246.
Neale, M.D. "Elwyn Morey Memorial Lecture: Human Potential." Australian Journal of Mental Retardation, 1970 (Mar), Vol. 1(1), 4-8.
Social scientists warn that we are moving toward a 2-class automated society--the essential and the surplus citizens. An interdisciplinary team approach offers a means of reducing the number of surplus citizens by assaying their potential and fitting these citizens into society. Therapy and rehabilitation to improve the mentally handicapped are discussed.

247.
Neelley, J.N., Edson, S.K., and Carlile, L. "Speaking Voice Fundamental Frequency of Mentally Retarded Adults and Normal Adults." American Journal of Mental Deficiency, 1968, 72(6), 944-947.
Fundamental frequency analyses were made of the speaking voice of 14 mental retarded and 14 normal adults. The groups were similar on measures of average fundamental frequency and variability.

248.
_____. "New Help for the Mentally Retarded." U.S. News & World Report, Sept. 18, 1972, Vol. LXXIII - No. 12, pp. 58-62.
The article is an overview with Fred J. Krause, Acting Executive Director of the President's Committee on Mental Retardation. He discusses many areas of preventing education, training, and employment.

249.
Nihira, K. "Ten Dimensions of Maladaptive Behavior in Mentally Retarded Early Adolescents." Preceedings of the Annual Convention of the American Psychological Association, 1972, Vol. 7(Pt. 2), 723-724.
Administered the Adaptive Behavior Scale to 458 adolescents in residential institutions for mentally retarded. A factor analysis of 44 subscale scores delineated 10 salient dimen sions encompassing various forms of extrapunitive maladaptive behavior to intropunitive behavior and other forms of inadequate coping behavior.

250.
Nishumura, S., and Takahashi, A. "The Treatment of Mentally Retarded Children: A Methodological Study of the "Heilpadogogik" for Severely Retarded with Behavior Problems." Japanese Journal of Child Psychiatry, 1968, 9(2), 113-130.
Investigated "heilpadagogik," a method consisting of occupational therapy and self-care training in 2 groups of severely retarded, emotionally disturbed children. Results indicated that this method can be effectively utilized in the the treatment of severely retarded children with behavior problems.

251.
Nixon, R.A. "Impact of Automation and Technological Change on Employability of the Mentally Retarded." American Journal of Mental Deficiency, 1970, Vol. 75, No. 2, pp. 152-155.
The title describes the theme. In summary, the evidence regarding the impact of technological change and national production goals indicates continued need for all potential labor supply and no reduction, but rather possibly an increase, in the opportunities for successful employment of the mentally deficient.

252.
O'Brien, F., Bugle, C., and Azrin, N.H. "Training and Maintaining a Retarded Child's Proper Eating." Journal of Applied Behavior Analysis, 1972, (Spr) Vol. 5(1), 67-72.
Explored whether motivational procedures are needed to maintain a retardate's continued use of previously trained eating skills. Results demonstrate that continued motivational procedures are needed after training to maintain the retardate's continued use of proper eating skills.

253.
O'Conner, N. "Defectives Working in the Community." American Journal of Mental Deficiency, 59 (October, 1954), 173-80.
The article reports on findings by the Medical Research Council, Unit for Research in Occupational Adaptation, Mandsley Hospital, Denmark Hill, London, England. Problems in successful employment and job failure are analyzed.

254.
Olshansky, S. "A Examination of Some Assumptions in the Vocational Rehabilitation of the Mentally Retarded." Mental Retardation, 1969, 7(1), 51-53.
Article suggests that: (a) a more experimental approach to the vocational evaluation, training, and job placement of the mentally retarded be adopted; (b) segregation of the mentally retarded be avoided or minimized; (c)

retarded persons be encouraged to pass when seeking employment; and (d) intelligence be reconceptualized and viewed as an ever-changing capacity of responding to different situations at different points in time.

255.
O'Neil, L.P. "Evaluation of Relative Work Potential: A Measure of Self-Concept Development." American Journal of Mental Deficiency, 1968, 72(4), 614-619.
As an approach to understanding self-concept development, the ability of mentally retarded adolescents to rate relative work potential was measured. A pictorial paired comparison method was used with staff members providing a standard for evaluation.

256.
Ozimek, E., and Stevens, E. "Newer Concepts in the Care of the Institutionalized Mentally Retarded Person." Journal of Psychiatric Nursing and Mental Health Services, 1967, 5(5), 419-431.
Discusses new concepts in the care of the mentally retarded persons which include: (1) the health team approach, (2) a motivation program, and (3) occupational, physical, and recreational therapy programs.

257.
Parnicky, J.J. "An Audio-Visual Approach to Employee Orientation in a Small Institution." Mental Retardation, 1968 (Oct), Vol. 6(5), 32-34.
After experimenting with several methods in orienting new employees, the Johnstone Training and Research Center developed an audio-visual technique that may have application in other institutions of comparable size and with comparable administrative conditions.

258.
Peach, W.J., and Thompson, L. "Self Care Pilot Study: Locker Odering Project." Central Missouri Synthesis on Mental Retardation, 1968 (Dec), Vol. 1(2), 9-11.
Describes a pilot project related to the effectiveness of doing reinforcement on the behavior of intermediate age retardates. Effectiveness of the point reinforcement was variable.

259.
Peach, W.J., and Herbert, M. "Visual Perception Training for Trainable Retarded Students." Central Missouri Synthesis on Mental Retardation, 1968 (Dec), Vol. 1(2), 4-8.
Investigated whether a training program in visual perception could significantly increase visual perceptual functioning among 15 male trainable retarded subjects. Following analysis of pretest scores, a training program was instituted to increase visual perceptual scores. The posttest scores indicated a positive increase.

260.
Peckham, R.A. "Problems in Job Adjustment of the Mentally Retarded." American Journal of Mental Deficiency, 56, (October, 1951), 448-53.
The article reports numerous problems in employing the mentally retarded as a result of a study of 80 cases by 10 counselors by the Michigan Office of Vocational Rehabilitation. The problems are primarily in

personal, family, and work adjustment areas. The difficulty of a job was not a primary source of job maladjustment.

261.
Pendergrass, V.E. "Time out from Positive Reinforcement following Persistent, High-Rate Behavior in Retardates." Journal of Applied Behavior Analysis, 1972 (Spr), Vol. 5(1), 85-91.
Found that brief isolation from a group situation suppressed persistent, high-rate misbehavior in 2 extremely withdrawn retarded boys, even though no positive reinforcement for other behaviors was systematically administered. Changes in a variety of behaviors were observed when isolation timeout was administered contingent on only one misbehavior of each subject.

262.
Peters, J.S. and Rohde, H.J. "Successful Work-Study Program for Mentally Retarded." Rehabilitation Record, 5 (May-June, 1964), 11-15, (FS13.216:5)
A successful program for the training and placement of mentally retarded is outlined. The New Haven, Connecticut School System designed an approach with several training objectives to facilitate certain social and job requirements.

263.
Peterson, L., and Smith, L.L. "A Comparison of the Post-School Adjustment of Educable Mentally Retarded Adults With That of Adults of Normal Intelligence." Exceptional Children, 26 (April, 1960), 404-408.
A 117 item questionnaire reviewed personal and work history characteristics of 45 former enrollees in educable mentally retarded classes in Cedar Rapids, Iowa, and 45 comparison subjects from families of low economic status. The characteristics were reported in 4 areas: (1) Educational, (2) Work, (3) Home and Family, and (4) Civic.

264.
Phelps, W.R. "Attitudes Related to the Employment of the Mentally Retarded." American Journal of Mental Deficiency, 69 (January, 1965), 575-85.
The study reports on 132 returned questionnaires concerned with employer attitudes toward the mentally retarded as well as devising a means of measuring these attitudes. The implication is the employer's attitude is a major factor in attempting to place the mentally retarded.

265.
Phelps, W.R. "Rehabilitation Counselor's Opinion Regarding Effectiveness of Special Project Services for the Mentally Retarded." Adolescence, 1969, 4(14), 229-244.
A report of opinions of 39 counselors involved in a prevocational training project indicates that "85% felt that clients who were evaluated and received services of the project were easier to work with as compared with other mentally retarded clients in their caseload."

266.
Phelps, W.R. "Some Aspects of Social Integration of Mentally Retarded Females in a Multiple Disability Rehabilitation Center." Adolescence, 1967-1968, 2(8), 481-502.

267.
Phelps, W.R. "Work Placement Success for Mentally Retarded Females." Adolescence, 1969, 4(13), 43-58.
The relationship between success of work placements of mentally retarded females and 12 variables classified from clients' records and professional staff judgments was investigated. Professional staff agreement concerning suitability for work placement, as well as the social and vocational adjustment of the clients, was significant. The level of aspiration of the mentally retarded female was also found to be significant.

268.
Pilkie, L. "Role Playing as a Technique for Increasing Emphathic Ability of Mentally Subnormal Adolescents." Dissertation Abstracts, 1967, 28(2-A), 504.
This study was designed to test whether training could improve emphathic ability. Role playing was used as a technique for improving empathy in mentally subnormal adolescents in a public school system.

269.
Porter, R.L. "Needed: A More Realistic Classification of Mentally Retarded Children." Training School Bulletin, 1970, 67(1), 30-32.
Two possibilities for change are examined concerning the efficacy of special classes for the mentally retarded. One possibility allows the more seriously retarded to be together in a special class. The second possibility places emphasis for grouping in school on its applicability to the future through work study programs and hence to a vocation.

270.
Ramsey, S.C., and Sawyer, C. "An Employee Exchange Program." Hospital and Community Psychiatry, 1967, 18(12), 380.
Appraises a program involving a periodic interstate exchange of employees in institutions for the mentally retarded. It is felt that the interchange of ideas can broaden knowledge, understanding, and philosophy and increase the employee's motivation and thus minimize the staff turnover problem.

271.
_____. "Retardates Graduate." Labor Gazette, 69 (March, 1969), 179.
The article is a brief report about the Adult Training Center operated by the Ottawa and District Association for the Mentally Retarded and mentions the Alberta Industrial Research and Training Center for the Retarded.

272.
Richards, L.D., and Lee, K.A. "Group Process in Social Rehabilitation of the Retarded." Social Casework, 1972, (Jan), Vol. 53(1), 30-37.
Describes an agency program for retarded young people based on the premise that they are different in degree but not in kind. By improving self-esteem, group techniques emphasized the importance of the individual patient of becoming a self-sustaining member of the community.

273.
Robinson, L. "Role Play with Retarded Adolescent Girls: Teaching and Therapy." Mental Retardation, 1970 (Apr), Vol. 8(2), 36-37.
Describes the use of role play in classes of retarded adolescent girls in a vocational school setting, both for teaching appropriate job behavior and for improving interpersonal relationships. This experience leads to agreement with those who suggest that more use should be made of psychodramatic techniques with retarded youngsters ; however, the need for more formal studies to test whether the method is as effective as it appears to be is suggested.

274.
Rohwer, W.D., Jr., and Lynch, S. "Retardation, School Strata, and Learning Proficiency." American Journal of Mental Deficiency, 1968, 73(1), 91-96.
Compared paired-associate learning efficiency in institutionalized retardates and in various samples of children. The total sample of 432 was comprised of 48 subjects from each of 9 populations: retarded adults, and upper-and lower-strata kindergarten, 1st, 3rd, and 6th grade children. The learning task was administered to all subjects under 1 of 4 conditions. Learning efficiency was lower in the retardate sample than in any other, including both an equal-and a lower-MA group.

275.
Rosen, M., Halenda, R., Nowakiwska, M., and Floor, L. "Employment Satisfaction of Previously Institutionalized Mentally Subnormal Workers." Mental Retardation, 1970 (June), Vol. 8(3), 35-40.
Administered the Minnesota Scale of Employment Satisfaction to 43 18-59 year olds previously institutionalized, mentally subnormal persons now living and working independently in the community, and to an additional 49 subjects drawn from the same population. Results suggest possible inadequacies in the training and preparation of institutionalized retarded for work in the community.

276.
Rosen, M., Kevitz, M.S., Clark, G.R., and Floor, L. "Prediction of Post-institutional Adjustment of Mentally Retarded Adults." American Journal of Mental Deficiency, 1970, 74(6), 726-734.
Evaluated 29 demographic, psychometric, and behavioral rating variables as predictors of 22 criteria of adjustment for 65 mentally retarded persons discharged to independent community status. Results suggest that accurate decisions regarding selection for discharge may be made from psychometric scores and assessment of work performance within the institution.

277.
Rosen, M. "Rehabilitation, Research and Follow-Up Within the Institutional Setting." Mental Retardation, 1967, 5(5), 7-11.
Develops guidelines for rehabilitation research within institutional settings. Rehabilitation is considered as having three operational referents relating to treatment, subject, and outcome variables. Specific strategies of research in each of these categories are discussed.

278.
Rosenberg, B. "A New Source of Manpower: The Mentally Retarded." Personnel Administration, 30 (November, 1967), 15-18.
The Bureau of Apprenticeship and Training contracted to place 2,800 mentally retarded. Generalized statements describing why the program was successful are reviewed. The primary reason for hiring the mentally retarded is his ability to stay at a routine, repetitive job without getting bored.

279.
Ross, R.T. "Behavioral Correlates of Levels of Intelligence." American Journal of Mental Deficiency, 1972 (Mar), Vol. 76(5), 545-549.
Presents results of a computerized census of all California state hospitals. Percentages of 11,139 mentally retarded patients for different levels of physical disability, self-help skills, and frequencies of problem behaviors are given.

280.
Sachs, L.J. "Mental Retardation and Emotional Acrescentism (Deprivation)." Psychoanalytic Quarterly, 1969, 38(2), 287-315.
Recounts the pronounced personality and emotional growth of a 54 year old man (IQ=43) from an institution for the mentally retarded who worked for a psychiatrist and her husband but was not treated.

281.
Sali, J., and Amir, M. "Personal Factors Influencing the Retarded Person's Success at Work: A Report from Israel." American Journal of Mental Deficiency, 1971 (July), Vol. 76(1), 42-47.
Examined predictors of rehabilitative success of retarded persons hierarchy with a sample of 305 16-43 year old retarded male and female subjects. Using work success (performance, output, and complexity of job activity) as the grouping criterion, data were obtained on specific abilities, personality characteristics, physical defects, and outward appearance.

282.
Sanders, J.P. "A Pilot Course in Lifemanship for Severely Retarded Youth." Exceptional Children, 1969, 35(9), 747-748.
Describes a successful program to establish "functional methods of economic and social training" and develop social and personal skills in 30 severely retarded 16-26 year old.

283.
Sauer, L.W., M.D. "What's being done for the mildly retarded child?" The PTA Magazine, 62(October, 1967), 31-32.
This is a very good article about why one should help the mentally retarded: 3 of 100 babies born are below-par mentally, over 200 reasons for mental retardation, treatment differs according to age and severity of mental handicap.

284.
Schumaker, J., and Sherman, J.A. "Training Generative Verb Usage by Imitation and Reinforcement Procedures." Journal of Applied Behavior Analysis, 1970 (Win), Vol. 3(4), 273-287.

Three retarded children, (one 18 year old boy, one 16 year old, and one 14 year old girl) were trained, using imitation and reinforcement procedures, to produce past and present tense forms of verbs in response to verbal requests. Two types of experimental sessions were arranged: training and probe.

285.
Schumacher, F.A., and Townsell, J.C. "Training Mentally Retarded for Employment." Rehabilitation Record, 1(Jan-Feb, 1960), 24-29. (FS 13.216:1/1)
The article describes some of the laws that created vocational rehabilitation for the mentally retarded, reviews the results of the first project, and presents several characteristics for future development trends.

286.
Schwarz, R.H. "Toward a Meaningful Education for the Retarded Adolescent." Mental Retardation, 1968, 6(2), 34-35.
Advocates a new approach to the special education of borderline students to avoid the stigma and repercussions of the label "mental retardation." Full utilization of vocational schools and sheltered work placement is suggested.

287.
Schwerdt, J. "Architecture and Mental Subnormality: IV. Therapeutic Variety: A Day-to-Day Basis of Design for the Subnormal." Journal of Mental Subnormality, 1968, 14(2), 101-103.
Discusses how the architect can become a more positive element in therapeutic process by creating an environment which would provide the subnormal with functional variety and educational stimuli.

288.
Segal, A. "Some Observations About Mentally Retarded Adolescents." Children, 1967, 14(6), 233-237.
If retarded adolescents are to be helped to achieve more satisfactory lives, all those who are working in their behalf must recognize that these young people are adolescents, with all the desires, expectations, and confused emotions that come with adolescence, and at the same time are individuals.

289.
Segal, A. "Workers' Perceptions of Mentally Disabled Clients: Effect on Service Delivery." Social Work, 1970 (Jul), Vol. 15(3), 39-46.
Describes a study of a welfare department caseload of mentally disabled adults designed to determine the obstacles to service delivery, emphasizing social workers' awareness of their clients' abilities and needs. Findings show the worker lacks diagnostic ability, the capacity to plan a rehabilitation program, and motivation to respond to his clients' concerns.

290.
Shachoy, G.R. "Training the Mentally Deficient for Community Adjustment." American Journal of Mental Deficiency, 59 (October, 1954), 226-30.
The Rome State School, Rome, New York reports why their objective

concerns itself with restoration to the community of the mentally retarded. They focus on the total development or minister to the total needs of the mentally retarded.

291.
Shaffer, A.J. "The Vocational Placement of Institutionalized Mental Defectives in the U.S." American Journal of Mental Deficiency, 1954, 59, 279-307.
The author discusses the change in philosophy for custodial care to training and return to the community; therapeutic vs. custodial. He reviews the major areas and factors that select, train, and place the mentally retarded in employment.

292.
Shapiro, A. "The Clinical Practice of Mental Deficiency." British Journal of Psychiatry, 1970 (Apr), Vol. 116 (533), 353-368.
Mental deficiency is social incompetence, usually with low intelligence, but often with personality defects produced by a variety of causes. Prevention and cure seem still to be in the province of research, but treatment aimed at enabling the person to function independently in society is best provided under the supervision of a psychiatrist specialist.

293.
Shelton, J.T. "Habilitation of Disturbed Adolescent Male Retardates." Mental Retardation, 1968, 6(2), 30-33.
Describes a program designed to control behavioral disturbance and eventually return the patient to the community through environmental manipulation, group interaction within a therapeutic community, and operant conditioning with programmed reinforcements.

294.
Shipe, D. "Impulsivity and Locus of Control as Predicators of Achievement and Adjustment in Mildly Retarded and Borderline Youth." American Journal of Mental Deficiency, 1971 (Jul), Vol. 76(1), 12-22.
Measures of delaying capacity-voluntary choice of delay of gratification (DG), the Porteus Mazes (PM), and Kagan Matching Familiar Figures (MFF)--were related to one another, to 2 measures of locus of control (LC), and to measures of social competence in 2 groups of mildly retarded and borderline males: 45 institutionalized and 46 vocational school youths with mean ages of 20.6 and 15.9 years, respectively.

295.
Shulman, L.S. "Negro-White Differences in Employability, Self Concept, and Related Measures Among Adolescents Classified as Mentally Handicapped." Journal of Negro Education, 1968, (Sum), Vol. 37(3), 227-240.
Investigated the determinants and course of vocational development in white and Negro adolescents classified as mentally handicapped. 36 Negro and white children diagnosed as essentially the same in mental retardation by school psychologists were found to be significantly different on certain measures.

296.
Simanis, J. "Mental Retardation in Four Countries." Social Security Bulletin, 33 (May, 1970), 17-23.
This is a study prepared by the Office of Research and Statistics about the mental programs in Sweden, Netherlands, United Kingdom, and the Union of Soviet Socialist Republics. The services are outlined as they apply to social security, national health programs, welfare, education, and rehabilitation.

297.
Skaarbrevik, K.J. "A Follow-Up Study of Educable Mentally Retarded in Norway." American Journal of Mental Deficiency, 1971 (Mar), Vol. 75(5), 560-565.
Information concerning the present status of 174 educable mentally retarded individuals, 124 males and 50 females, who had been discharged from Norwegian vocational training schools for educable retardates in 1959 and 1960, was obtained in 1967. Data with regard to economy, occupation, social life, criminality, and official support were collected from several official agencies.

298.
Sklar, N.E., and Bell, J.M., Jr. "The Challenge: Adjustment of Retarded Adolescents in a Workshop." Journal of Rehabilitation. 1969, 35(3), 19-21.
Mildly retarded adolescents, as a result of their difficulties in making social adjustments, can create serious problems in management for workshop personnel. The added component is a psychiatric consultant and a social worker to the staff conference team.

299.
Sluth, W. "What a Mentally Retarded Worker Can Do." Supervisory Management, January, 1966, pp. 24-28.
The author reports about 2 companies who hired mentally retarded. For example, Iona Manuf. Co. had one retarded who was out producing the lead lady with 12 years experience after 3 months experience. Remco Industries found their absenteeism rate was 5% below the plant average. At both firms, the retarded strived to prove themselves.

300.
Small, J.R., and Shafter, A.J. "Publication of a Newspaper By Residents of a Facility for the Retarded." Mental Retardation, 1968, (Oct), Vol. 6(5), 27-28.
One aspect of a program for developing comprehensive recreation is the publication of a newspaper by residents. The development of such a program was improved by the employment of a professional journalist who trained the aides to work with the residents. The residents gained in primary skills in journalism, as well as changed certain behavior and attitudes and developed greater social awareness.

301.
Smith, W. "One Chromosome Too Many." Journal of the American Optometric Association, 1968, 39(11), 983-988.
Ascertains the value of the participation of optometry as a member of the health care team in diagnosis and rehabilitation of the mentally

ill and retarded. An 8 month intensive study of 188, 5-17 year old mental retardates indicated that in every physical eye deficiency and deformity "the degree of damage was in direct relationship to the level of mental deficiency."

302.
Snelbecker, G.E., and Downes, R.C. "Note Concerning Individual Differences and Behavior on Programmed Materials." Psychological Reports, 1967, 21(1), 333-335.
Representatives of four divergent groups (normals and retarded children and normal and schizophrenic adults) were compared as to their errors on the Long-Holland Inductive Reasoning Program. The results suggest that programmed instruction reduces but does not eliminate the usually compelling effects of individual ability and personality differences.

303.
Song, A.Y., and Song, R.H. "Prediction of Job Efficiency of Institutionalized Retardates in the Community." American Journal of Mental Deficiency, 1969, 73(4), 567-571.
A pilot study identified which of selected variables best predicted job efficiency of retardates in community employment. A predictor group of 18 cognitive, work and personality, and demographic factors for the criterion was hypothesized. Subjects were 45 retardates.

304.
Song, R.H., and Song, A.Y. "Development of a Vocational Adjustment Rating Scale for the Retarded." Journal of Counseling Psychology, 1971 (Mar), Vol. 18(2), 173-176.
Examines a pilot study which developed a vocational adjustment rating scale for the retarded using 113 15-44 year old mental retardates as subjects. It was hypothesized that retardates classified as better workers can be significantly different from those classified as poor workers in the scale ratings provided by their supervisors.

305.
Srivastava, S.P. "Job Placement of the Mentally Retarded." Indian Journal of Mental Retardation, 1968, 1(2), 81-86.
Discusses the possibilities of job placement for various categories of the mentally retarded, including an analysis of the components of the job placement process.

306.
Stephens, W.B., Peck, J.R., and Veldman, D.J. "Personality and Success Profiles Characteristic of Young Adult Male Retardates." American Journal of Mental Deficiency, 1968, 73(3), 405-413.
Attempted to define basic factors present in the personal, sociocivic, and vocational success of 100, 18-26 year old educable retardates who have received rehabilitation training. In a like manner scores from personality, cognitive, and biographical measures are reduced to basic personality factors.

307.
Sternlicht, M., Siegle, L., and Hammond, J. "Evaluating the Retarded for Community Placement." Hospital and Community Psychiatry, 1968, 19(3), 71.

Describes a detailed testing and evaluation of retardates which allowed faster determination of the patients suitable for community placement, and subsequently, rapid return to society.

308.
Sternlicht, M. "Parent Counseling in an Experimental Rehabilitation Center." Journal of Rehabilitation, 1969, 35(5), 15-16.

Discusses the Special Work Adjustment Program of the Federation of the Handicapped. This report emphasizes the values to be derived from the inclusion in the above program of additional vocationally oriented group parent counseling.

309.
Stevens, H.A. "An Overview." Mental Retardation, ed. Harvey A. Stevens and Rick Heber, (Chicago: U. of Chicago Press, 1964), pp. 1-15.

The article describes the significance of mental retardation, defines it, and states that in 1962 there were 5 million in some state of retardation.

310.
Tizard, J., and O'Conner, N. "The Employability of High-Grade Mental Defectives," (Parts I and II). American Journal of Mental Deficiency, 54 (April, 1950), 563-76; 55(July, 1950), 144-57.

See Jackson and Butler Article.

311.
Tobias, J. "Vocational Adjustment of Young Retarded Adults." Mental Retardation, 1970 (Jun), Vol. 8(3), 13-16.

Conducted a follow-up survey of 1,836 students who had been assigned to special education classes for the retarded in the New York City School. The students were now in their mid 20's and the purpose of the survey was to discover if they were employed, and why or why not.

312.
Treffry, D., Martin, G., Samels, J., and Watson, C. "Operant Conditioning of Grooming Behavior of Severely Retarded Girls." Mental Retardation, 1970 (Aug), Vol. 8(4), 29-33.

Developed a program so that the regular nursing staff, during their normal daily routine, could effectively teach severely retarded girls to wash and dry their hands and faces. At the start of the program, none of the students could perform the steps without some physical guidance. By the 9th week, 7 of the 11 could perform the tasks without any physical guidance.

313.
Twardosz, S., and Sajwaj, T. "Multiple Effects on a Procedure to Increase Sitting in a Hyperactive, Retarded Boy." Journal of Applied Behavior Analysis, 1972 (Spr), Vol. 5(1), 73-78.

Used a prompting and differential reinforcement procedure to increase sitting in a hyperactive, 4 year old retarded boy in a remedial

preschool. Results suggest that preschool programs can be designed that will treat several behaviors simultaneously in order to maximize a teacher's effectiveness.

314.
Twiehaus, J., and Meinershagen, J. "Effectiveness of a Home Living Program for Institutionalized Adolescent Retardates." Central Missouri Synthesis on Mental Retardation, 1968 (Dec), Vol. 1(2), 15-18.
Gave twenty-two 9-13 year old male retardates a six-week intensive program stressing social and self-care skills and a general knowledge of home living. It is concluded that such a program is beneficial, feasible, and should be adopted as part of the curriculum for adolescent institutionalized retardates.

315.
Wallin, J.E. "Educational Status of Clients in a Workshop and Training Center for Adolescent and Adult Mental Retardates." Journal of Genetic Psychology, 1969, 114(1), 41-62.
A condensation of an experimental study based on the 1st application of an educational clinical scale to clients in a workshop for mentally retarded adolescents and adults. The investigation showed that many of the clients of the lowest academic status in the standardized tests had the best production records in assorting, assembling, and packaging.

316.
Wargo, D.G., and Meek, V.C. "Concept Identification Performance as a Function of Experimenter Warmth in Educable Mental Retardates and Nonretarded Rehabilitation Clients." American Journal of Mental Deficiency, 1971 (Mar), Vol. 75(5), 593-598.
Twenty-four educable mentally retarded rehabilitation students and 24 nonretarded rehabilitation students were randomly assigned to 1 of 2 experimenters who provide 1 of 3 types of informative feedback ("warm," "cold," or "mechanical") in a serially presented visual identification task involving 2 relevant and 1 irrelevant nonredundant binary dimensions.

317.
Warren, F.G. "Ratings of Employed and Unemployed Mentally Handicapped Males on Personality and Work Factors." American Journal of Mental Deficiency, 65 (March, 1961), 629-33.
This study was conducted by the Employment Evaluation and Training Project of Southern Illinois University to determine if specific and/or general factors were instrumental in the employment or unemployment of a group of mentally handicapped males, and to validate a rating scale consisting of these factors that is currently used to predict vocational potential.

318.
Warren, S. "Problems in the Placement and Follow-Up of the Mentally Retarded." American Journal of Mental Deficiency, 59 (Jan, 1955), 408-12.
The author, who works for the New York State Division of Vocational Rehabilitation, discusses several positive program characteristics, but, stresses numerous shortcomings. Several problem areas discussed are parents, individual qualities, handicaps, and work.

319.
Wilkie, E.A. "Developing a Comprehensive Rehabilitation Program Within an Institutional Setting." Mental Retardation, 1968 (Oct), Vol. 6(5), 35-39.
Describes the process of changing a traditionally custodial institution into a comprehensive rehabilitation facility.

320.
Winthrop, H. "Psychological and Economic Factors Governing the Industrial Utilization of the Mentally Defective Learner." American Journal of Mental Deficiency, 61 (July, 1956), 181-90.
The author discusses the circumstances under which the mentally handicapped can be employed and reinforces the idea that they can do much more than the public is normally willing to let them do. He examples and reasons to support his point.

321.
Whitman, T.L., Mervurio, J.R., and Caponigri, V. "Development of Social Responses in Two Severely Retarded Children." Journal of Applied Behavior Analysis, 1970 (Sum), Vol. 3(2), 133-138.
Investigated the effect of reinforcement dependent on the social responses of two severely retarded withdrawn children. Both subjects showed a progressive increase in social interaction in a non-training situation during this reinforcement period. After the reinforcement procedures were removed, social behavior decreased markedly.

322.
Wolfensberger, W. "An Attempt to Reconceptualize Functions of Services to the Mentally Retarded." Journal of Mental Subnormality, 1969, 15(2), 71-78.
Proposes a taxonomy of services to the mentally retarded in terms of benefits to the retardate, his family, and society.

323.
_____. "Wolff Freres Bucks Items for Flame of Hope." Advertising Age, 40 (October 6, 1969), 19.
Wolff Frerers, Inc. manufactures men's toiletries for Flame of Hope, Inc., supported by the Kennedy Foundation and the Department of Health, Education, and Welfare. 800 retarded individuals manufacture the product.

324.
Younie, W.J. and Colombatto, J.J. "A Survey of Some Current Practices in Off-Campus Work-Experience Programs." Mental Retardation, 2 (June, 1964), 136-42.
The article outlines several practices that consider the working conditions and practices, and an assimilation program directed toward the retarded individual.

BOOKS

325.
American Rehabilitation Counseling Association. New Vocational Pathways for the Mentally Retarded (symposium). Di Michael, S.G., ed. Washington, D.C.: American Personnel and Guidance Association, 1966, 52 p.
Vocational rehabilitation is a dynamic and continuous process. It must be client oriented and should involve a multidisciplinary approach. MRs can survive in the open world outside the institution if they are properly trained. Significant Chapters in the book are: Chp. 2. Predictive Studies of Vocational Adjustment; Chp. 3. Vocational Preparation During School Years; Chp. 4. Work-Study Programs; Chp. 5. Longitudinal Follow-Up Studies of Community Adjustment.

326.
Australian Council for Rehabilitation of Disabled. Handicapped Youth: Preparation for Life and Work. Sydney, Australia, 1969, 413 p. (National Rehabilitation Conference held at University of New South Wales, Syndey, Australia, May 26-30, 1969).
This conference concerned itself with handicapped youth and their social, educational, and vocational preparation for life. The Conference concluded that it is the community's responsibility to see that handicapped youth are accepted in productive and beneficial roles in the community. More cooperation is needed with a complete continuum of services if rehabilitation is to be successful.

327.
Ayers, G.E., editor. Innovations in Vocational Rehabilitation and Mental Retardation. (Proceedings of the Vocational Rehabilitation Subdivision Meetings, American Association on Mental Deficiency Conference, San Franciso, California, May 12-17, 1969). Washington, D.C.: American Association on Mental Deficiency, 1969, 32 p.
These proceedings focused on program development, research, and training personnel in vocational rehabilitation of the MR. Included are 6 papers covering recent developments in training counselors for the provision of vocational rehabilitation services, cooperative educational planning for vocation training of the MR, and programming for their vocational success.

328.
Ayers, G.E., ed. New Directions in Habilitating the Mentally Retarded. Elwyn, Pennsylvania: Elwyn Institute, 1967, 114 p.
This book is a collection of papers which discuss prevocational

evaluation of MRs, institutional vocational rehabilitation, the development of instructional materials for habilitation programs, and the inclusion of the socially deprived and social offenders in vocational rehabilitation programs.

329.
Baldwin, W.K., ed. Symposium: Preparing the Mentally Retarded Youth for Employment. Glassboro, New Jersey: Glassboro State College, 1963, 23 p.
This report on the symposium reviews the major task of the group of preparing MR youth for employment. The roles of the parent, the school, the state department and the rehabilitation commission were presented. Each was discussed in detail at the symposium.

330.
Barber, G.M. Employer's Attitudes Towards Hiring Mentally Retarded Workers. Bridgeport, Connecticut. Parents and Friends of Mentally Retarded, 1967, 104 p.
A survey of 56 industrial employers in Bridgeport, Connecticut, revealed that 30 were unwilling to hire MRs. Positive attitudes towards hiring the MR were significantly related to percentage of jobs the MR could perform in the industry, previous experience with the MR, the favorableness of the information the employer had heard about hiring the MR, and nonunion establishments. Characteristics of MRs which would lead employers to disqualify them from employment were poor body coordination, limited agility, poor medical history, difficulty in speaking and being understood, immature behavior, and police record.

331.
Bartlett, R.H. A Cooperative Program of Special Education and Vocational Rehabilitation with the Dekalb County Board of Education. Atlanta, Georgia: State Department of Education, 1967, 81 p.
The specific objectives of this 3-year plan included: 1. comprehensive rehabilitation diagnosis; 2. evaluation of employment potential; 3. evaluation of individual study and work plans by the joint project staff; 4. training in personal-social adjustment; 5. job tryouts, placement, and supervision; 6. improved diagnosis, placement, and curriculum development for the preparation of students for future project referral. The project included 136 subjects (mean IQ 77; CA 13 years to 19 years 9 months). It was found that those areas which are essential and basic to vocational success were: learning and adjustment, motivation and attitude toward work, interpersonal relations, and perseverance.

332.
Berg, E. Workshop Activities for the Mentally Retarded in Denmark. Copenhagen, Denmark: Danish National Service for the Mentally Retarded, Oct., 1969, 11 p.
The report on 57 Danish MR workshops examines the organization of groups within the workshops, the size of the groups, the character of the work, and the number of personnel working with the groups. The workshops served 3,347 clients. Activities of the workshop included training for outside employment, motor and perceptual training, and sheltered employment, (assembly work comprises 50% of this work).

Twenty-eight per cent of the clients discharged from the workshops have employment in normal working places and one-half of them receive normal salaries.

333.
Button, W.H. Wage Levels in Sheltered Employment. Ithaca, New York: Cornell University Rehabilitation Research Institute, 1967, 7 p. (Organization and Administration of Sheltered Workshops, Research Report Series, Number 1).
The findings of a survey based on estimates of the average hourly wages paid by 123 workshops in New York, New Jersey, and Pennsylvania during 1966 revealed that 67% were paying less than $.75 an hour, and that almost 32% paid an hourly wage of $.25 or less. State-by-state comparisons of mean average hourly rates revealed significant differences between states. This variability seemed to be related to the sources of income for the workshop, type of job performed, type of disability group employed, and the age and length of service of the employee. Workshops which paid minumum wages had older more experienced employees and these workshops required relatively higher skills.

334.
California, State Education Department. Spanish-Speaking Pupils Classified as Educable Mentally Retarded. Chandler, J.T. and Plakos, J., authors. Sacramento, California, 1969, 7 p.
Forty-seven Mexican-American EMR children showed an IQ gain of about 12 points when tested in Spanish instead of English. The mean score for IQs rose from 68.61 to 81.76. There was a clear discrepancy between IQ tests administered in Spanish or English, and this adds to a basic distrust of IQ as the only intelligence measure.

335.
California, Study Commission on Mental Retardation, Mental Retardation and the Law. Compiled by Weidegar, K., Sacramento, California: Study Commission on Mental Retardation, 1964, 124 p.
A survey of all laws of the State of California, including 1963 legislation which might affect the MR was presented. The survey covered education, rehabilitation, employment, medical services, financial assistance, residential care, civil rights, criminal law, and public welfare.

336.
Canada, Department of National Health and Welfare. Mental Retardation in Canada. Report of the Federal-Provincial Conference, Ottowa, Canada, October 19-22, 1964. Ottowa, Ontario, Canada: Queen's Printer and Controller of Stationery, 1965, 307 p.
Proceedings of the first Canadian Federal-Provincial Conference on MRs were reported. General subjects of the conference were prevention and detection, assessment, treatment, education, vocational training and employment, integration of services, and potentialities.

337.
Caruth Memorial Rehabilitation Center. Work Adjustment Training for Mentally Retarded Young People in a Community Setting: Final Report. Diana, P.B., author, Dallas, Texas, May, 1969. (Project Number RD-2101-G-D-68-C2).

A 3-year demonstration project designed to provide work adjustment training for the MR out of school was accepted by the community, and efforts were made to expand the program. One hundred ten MRs (mean IQ was 60.2) between the ages of 15 and 39 spent a mean of 9.1 months in the project. Although there was a positive relationship between IQ level and employability, test scores could not predict reliably eventual employability. (No MR with an IQ of 40 was able to be trained and placed on the job). Better job descriptions from within the community can supply possible placement opportunities in competitive employment, which is as sheltered, and more often so, as the present sheltered workshop.

338.
Chaffin, J.D.; Smith, J.O.; and Haring, N.G. A Selected Demonstration for the Vocational Training of Mentally Retarded Youth in Public High Schools. Kansas City, Kansas: University of Kansas Medical Center, 1967, 67 p.
The results of the Kansas work-study program, a 3-year demonstration project, indicate that a work-study method of vocational rehabilitation can be used successfully with high school age EMRs. Results showed 20% of the project subjects dropped from school, 91% who graduated were employed on either a full-time or part-time basis. This represents a gain of 20-30% since 60 to 70% of a control group population became employed without participating in the work-study program.

339.
Chattanooga Public Schools. A Review of the Educable Mentally Retarded Work-Study Program in the Chattanooga Public Schools. Allen, Oscar, author. Chattanooga, Tennessee, 1967, 33 p.
A work-study project for EMR students from 3 public high schools in Chattanooga, Tennessee, served to double the number of EMR high school graduates, increase the number of students placed in prevocational jobs, and reduce student delinquency. The curriculum emphasis was on "planning for vocational competency and included training in language skills, number skills, health and safety habits, etc. Pupil clients held 45 different types of prevocational jobs.

340.
Cobb, H.V. The Predictive Assessment of the Adult Retarded for Social and Vocational Adjustment--Part II: Analysis of the Literature. Vermillion, South Dakota: University of South Dakota, 1969, 167 p.
This article discusses the difficulties involved in trying to predict the social and vocational competence of adult retardates. Because there are so many heterogeneous criterion involved and because experiences can also affect the outcome, prediction is exceedingly difficult. Manual dexterity has proved to be a fairly stable predictor of vocational competence. However, social maturity and intelligence have achieved little success.

341.
Cohen, J.S. Employment: A Goal of Rehabilitation. In: Cruikshank, W.M., ed. Cerebral Palsy: Its Individual and Community Problems. Revised edition. Syracuse, New York: Syracuse University Press, 1966, Chapter 15, 638-658.

Rehabilitation of individuals with cerebral palsy and their employability are discussed. Among other things, mental retardation should be evaluated in vocational planning. Primary factors affecting the employability of these individuals is immaturity and over dependency. Services within a community must be established to provide a range of assistance. A principle of vocational rehabilitation is to treat the client as an individual.

342.
Conley, R.W. The Economics of Vocational Rehabilitation. Baltimore, Maryland: John Hopkins Press, 1965, 177 p.
The economic problems caused by physical and/or mental disability were discussed in terms of past, present, and future development. Contents of the Book: The Extent, Characteristics, and Costs of Disability; Vocational Rehabilitation in the U.S.; An Economic Evaluation of the Program; Factors Influencing the Success of Rehabilitation; Should More Persons Be Rehabilitated?

343.
Delaware, Public Instruction Department. Occupational Education Program: Secondary Schools. Dover, Delaware: March 17, 1969, 6 p.
The Occupational Education program of the Wilmington public secondary schools is designed to aid the assimilation of the EMR into the community as productive citizens. The program includes instruction in basic education (language arts and arithmetic), practical experience in reading grocery ads and visiting public institutions and placement of students on actual jobs. This employment is supervised by teacher-coordinators.

344.
Devereaux Foundation. Automation in Vocational Training of the Mentally Retarded. Final Report. Platt, H.; Cifelli, J.; and Knaus, W. Derron, Pennsylvania, 1966, 155 p.
A project concerned with the development, refinement, and evaluation of automated programmed vocational materials to be used with the Devereaux Model 50 Teaching Aid, specifically for the slow learner and/or emotionally disturbed children, was presented in order to supplement regular teaching methods. Results revealed the automated method resulted in greater retention of the prepared material, and these students later showed more ease and proficiency in handling work situations.

345.
Di Nola, A.J.; Kaminsky, B.P.; and Sternfeld, A.E. T.M.R. Performance Profile for the Severely and Moderately Retarded. New Jersey: Reporting Service for Exceptional Children.
The TMR Performance Profile was developed by teachers after encountering the problems of TMRs in the classroom. The profile is based on the teacher assessment of students' performance in the areas of self-care, socialization, communication, basic knowledge, practical skills, and body usage. Each area is then divided into subareas and specific activities. The value of this profile is as a good reporting device and definitive outline of activities effective in early training of TMRs.

346.
Dolnick, M.M. Contract Procurement Practices of Sheltered Workshops. Chicago: National Society for Crippled Children and Adults, Inc., 1963, 98 p.
The data in this publication provides information of value to persons interested in establishing or maintaining sheltered work-shops engaged in contract work. The data were gathered from 35 workshops scattered throughout the U.S. serving crippled, blind, and MR clients. Primary emphasis in the book was placed on business--workshop interaction. Specific details and information are also provided.

347.
East Orange Board of Education, Montclair Board of Education, West Essex Regional Board of Education, and New Jersey Rehabilitation Commission. A Cooperative Education/Rehabilitation Work-Study Program for Educable Mentally Retarded: The Essex Plan. Final Report of Project RD-1743. Lewis, P.F. East Orange, New Jersey, December, 1967, 144 p.
This project aimed at providing appropriate and effective vocational education experiences for EMR secondary school students. Program objectives were to provide direct services to MRs, coordinate school and agency efforts, and involve the community in the vocational development of EMR children. Counseling is provided at all levels of training in an overlapping manner. Since the initiation of the project the number of successfully employed EMRs has increased. The project program places a major responsibility for the education and training of MR young adults on the public schools.

348.
Edmonson, B. Social Inference Training of the Retarded: An Audiovisual Approach to Rehabilitation, Paper Presented at the 90th Annual Meeting of the American Association on Mental Deficiency, Chicago, Illinois, May 10-14, 1966, 8 p.
A pre-vocational curricular unit for the MR is described in terms of social inference training through an audio-visual approach to rehabilitation. The MR have had less exposure than nonretarded to interpreting the range of social transactions; therefore the unit emphasized what it is like to be a worker and live within the community.

349.
Edmonson, B.; Leach, E.M.; and Leland, H. Social Perceptual Training and Community Living. Freeport, N.Y.: Activity Records, 1969, 249 p.
This is a kit of pictures, slides, tapes, and drawings which prepare for quizzes. The kit is designed to make many of the activities of the adult world more comprehensible to the adolescent EMR. All the lesson materials were tested in public school special education classes and in pre-vocational programs in state institutions with students showing improvement in comprehending the adult world. Lessons include making a good impression, getting and keeping a job, after hours, and shopping and buying.

350.
Education for the Handicapped Bureau. Abstracts from Approved Projects with Emphasis on Vocational Education for the Handicapped: Fiscal Year 1968. Washington, D.C.: U.S. Office of Education, 1969, 23 p.
This document is comprised of abstracts of approved projects for the handicapped and stresses vocational education training programs.

351.
Elliott, I.N., and Tate, B.G. Control of Chronic Self-Injurious Behavior, March, 1968. (Copies available only from author).
This annotated bibliography deals with the control of repetitive self-injurious behavior in MR and psychotic subjects. The articles were selected from Psychological Abstracts (1927-1967) and from personal communications from current workers in the area of behavior. When possible, the annotations include a description of the subjects, techniques, and results.

352.
Ellis, N.R., ed. International Review of Research in Mental Retardation, Volume I. New York: Academic Press, 1966, 308 p.
Eight papers concerning current research and theory development in the field of MR are presented. Topics of the papers concern classical conditioning, operant behavior, development of adaptive behavior, and personality structure in the retardate. A theory of MR based on a concept of the MR's reinforcement history is described.

353.
Ferguson, R.G. Vocational Training Program in a Residential Treatment Center. Paper presented at the 91st annual meeting of the American Association on Mental Deficiency, Denver, Colorado, May 15-20, 1967, 13 p.
Work training experiences of a practical nature are one of the unique features of the vocational training program (VTP) designed for students age 6 years through adulthood at the Devereux school campus. The students are programmed into 4 separate divisions. Each division meets the needs of a different group. The program includes areas related to vocational training as well as additional educational, social, recreational and home activities with remedial and supportive services.

354.
Flame of Hope, Inc. Flame of Hope: New Approaches to Competitive Employment of the Mentally Retarded Through Proprietary Products, Final Report. Hyanis Port, Mass.: Flame of Hope, Inc., 1971, 110 p.
Flame of Hope project established 13 sheltered workshops which employed over 750 MRs in the commercial production of candles and perfume. Wholesale value of the production has been well over one million dollars. Quality control and management responsibilities are undertaken by staff members. Through deducting a marketing fee from the products sold, the Flame of Hope project has become economically self-sufficient. The project has served to rehabilitate and train MRs. Production has remained high and of good quality. This project is a model for future work in the area of good occupational rehabilitation.

355.
Gardner, W. I. Behavior, Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult. Chicago: Aldine/Atherton, Inc., 1971, 379 p.
This article examines the concepts and practices of behavior modification in the treatment and education of the MR. Emphasis is placed on alleviating the behavior problems which pose particular difficulties for institutional staff. Individual sections in the book discuss respondent, operant, and observational learning. Also, a section describes research dealing with the design and evaluation of sheltered workshops.

356.
George Peabody College for Teachers. A Study of the Effects of Two Experimental Curriculum Units on the Social Perception and Occupational Readiness of Educable Mentally Retarded Adolescents. Final Report. Clark, G.M. Nashville, Tennessee, 1967, 122 p.

Pre- and post-test comparisons of the effects of a social perceptual training unit showed improvement on measures of social perception, social inference, and occupational readiness. The 10-week experimental curriculum unit was a prevocational unit emphasizing perceptual training for community living.

357.
Georgia, Vocational Rehabilitation Office. Vocational Rehabilitation for Mentally Retarded Pupil-Clients. Final Report of Project RD-836. Atlanta, Georgia, 1966, 177 p.

A 5-year project carried on from July 1961 through June 1965 to assist public schools in meeting some of the major rehabilitation needs of the MR brought about interagency cooperation in providing services. Contents: Introduction; Plan of Operation; Meeting the Rehabilitation Needs of the Mentally Retarded; Curriculum Development; Evaluation, Counseling, and Placement; Pupil-Clients; Statistical Analysis of Data; Overview; Related Studies.

358.
Geteles, F.; Bierman, A.; Gaza, C.; Kelly, E.; and Rusalem, H. A Cooperative Vocational Pattern for In-School Mentally Retarded Youth: Project Number RD-1189. Orange, N.J.; Occupational Center of Essex County, 1967, 92 p.

Three hundred problem male students (150 experimental and 150 controls; IQs 43-83, age 14-18 years; most were Negroes), participated in a work-study program sponsored by a community sheltered workshop, state rehabilitation agency, and a school system. Many of the subjects had had legal problems, were from low socioeconomic families with many problems. The experimental group attended school three of five days a week and were assigned to workshop programs which provided paid-work experience. The control group attended the regular 5-day school program. Results after a year showed that although the experimental group did not show any greater improvement on test batteries, this group did have a higher percentage of employment among members, especially those with IQs below 75. The research showed that rehabilitation programs should differentiate between children with emotional and socioeconomic problems, and those with inherent organic problems.

359.
Glaser, W.A. Sheltered Employment of the Disabled: An International Survey, Geneva, Switzerland: International Labour Office, 1967, 94 p.

An international survey of the practices and problems of sheltered employment facilities for the disabled was conducted. Information was gathered on 2,800 workshops employing 180,000 persons in 37 countries. The many findings are discussed in the article.

360.
Glogower, J. and Kaplan, M.M. A Central Registry Study: Vocational and Employment Needs of Mentally Retarded Persons and Implications for Program Planning. Pittsburgh, Pennsylvania: United Mental Health Service of Allegheny County, 1965, 19 p.

A study of the vocational and employment needs of MR persons of Allegheny County was presented. Data was gathered on 1,061 persons aged 16 and over. In this report, data relating to vocational and employment problems of only 549 are presented. All data was presented in tabular form. Observations from the study were that females are more adversely affected in terms of work experience than boys; retardates can find employment more easily as they grow older, there is not positive relationship between educational attainment and full-time employment, and school is of major importance in vocational planning.

361.
Gogstad, A.C. Evaluation of Factors Determining the Results of Vocational Rehabilitation. Universitetsforlaget, Norway, 1968, 155 p. (Williams and Wilkins, Baltimore, Maryland, exclusive U.S. agents).

This book is a follow-up study of 672 persons who had an average stay of 3 months at the State Rehabilitation Institute, Bergen, Norway. Results revealed that rehabilitation attempts were less effective for patients who were over age 45 or had mental disorders than for other patients.

Contents of the Book: Methods, Materials and Hypotheses; The Separate Variables; The Rehabilitation Plan and Working Situation at the Time of Follow-Up; A Joint Analysis of the Registered Characteristics; and Discussion.

362.
Goldberg, I.I. Selected Bibliography of Special Education. New York: Columbia University, 1967, 126 p.

Basic selected references (the majority with publication dates between 1955 and 1966) pertinent to various fields of specialization in the education of exceptional children are presented for the benefit of persons who work with exceptional children. The relevant chapters in the contents include general references, a section on mentally retarded and another section on the habilitation of the mentally retarded.

363.
Gorelick, M.C. An Assessment of Vocational Realism of High School and Post-High School Educable Mentally Retarded Adolescents. Los Angeles: Exceptional Children's Foundation, 1966, 163 p.

A 2-phase research study designed to predict post-high school employment success of the EMRs is reviewed. Phase I assessed the vocational realism of 886 high school EMRs. Phase II was a follow-up of 186 EMRs to ascertain the relationship between realism and post-school employment. Criteria for selection were enrollment, special education programs, and socio-economic levels. A series of conclusions were indicated. A couple of these are that EMRs were not more successful in post-school employment than other groups, and it was found that high school EMRs with off-campus employment were more realistic.

364.
Harvey, J.; McMillan, F.; and Ebersole, L.E. Special Class Curriculum and Environment and Vocational Rehabilitation of Mentally Retarded Young Adults. A Report of Project No. RD-842, Vocational Rehabilitation Administration. University, Alabama: University of Alabama, 1964, 129 p.

Special class curriculum and vocational rehabilitation of 209 MR young adults were investigated in 11 demonstration projects in Alabama. Emphasis was placed upon development of procedures for admissions, evaluation, work adjustment, job training, and counseling. Factors stated as contributing to a successful placement were: (1) team approach, (2) development of curricula, and (3) new procedures.

365.
Haywood, H.C., ed. Abstracts of Peabody Studies in Mental Retardation 1965-68, Vol. IV. Nashville, Tennessee: The John F. Kennedy Center for Research on Education and Human Development, George Peabody College for Teachers, 1968, 70 p.

An overview of research in MR and related aspects of human development is presented in a numbered cross-referenced abstract format of 121 individual studies. Contents of the book include: Behavior Modification; Classroom Learning; Developmental Studies; Habilitation; Laboratory Learning; Language and Language Development; Physical Education and Development; Psychometric Studies; Sensory and Perceptual Processes; Social and Cultural Factors; Non-research Publications.

366.
Heber, R.; Simpson, N.; Gibson, A.; and Milligan, G. Bibliography of World Literature on Mental Retardation. U.S. Department of Health, Education, and Welfare, Washington, D.C.: U.S. Government Printing Office, 1963.

This bibliography was developed to provide a comprehensive, systematic reference to the major literature in mental retardation. In compiling the bibliography, the abstracting services of Index Medicus, Education Index, and Psychological Abstracts were utilized. The literature is classified in categories which were considered most functional for the majority of those using the bibliography.

367.
Huddy, J.A., Jr. An Analysis of Occupational Aptitudes of Educable Mentally Retarded and Slow Learning Pupils in Relation to the General Aptitude Test Battery. Syracuse University, 1968, 6 p. (Dissertation Abstract).

The General Aptitude Test Battery (GATB) was found to be an applicable instrument to determine occupational aptitudes of EMR and slow learning youth. The subjects were within the ages of 15-0 to 16-11 with an IQ range of 50-89. No separate norms were necessary in obtaining valid results for EMRs and slow learners.

368.
Indiana University Audio-Visual Center for Indianapolis Goodwill Industries. Personal Adjustment Training in a Sheltered Workshop. Bloomington, Indiana: Field Services Indiana University, 1969.

The theories, practices, and techniques used by sheltered workshops in providing therapy for troubled and handicapped people are the main themes of this film production. The workshop is seen as the main outlet for many agencies to aid such persons. Further adjustment to industrial pressures is the goal, and the overall concern is with becoming a better worker rather than learning a specific skill.

369.
International League of Societies for the Mentally Handicapped. Symposium on Sheltered Employment: Frankfurt, 10-12 February 1966. Heering, A.H., Chrm, Bruxelles, Belgium, 1967, 53 p.
The symposium on sheltered employment dealt with the problems of training, staffing, legal rights, administration, and finance involved in providing optimal sheltered employment for MRs. Contents of the symposium report include: Aims of Sheltered Employment; Work Projects and Work Conditions; The Optimal Size of Sheltered Workshops for the Mentally Retarded; Problems of Mixed Handicapped in a Workshop Setting; Educational and Social Training in the Sheltered Workshop; Training for Sheltered Work; Legal Aspects of Sheltered Employment for Mentally Retarded; Organization, Financing and Wages; Conclusions and Recommendations; and Supporting Documents.

370.
International Society for Rehabilitation of the Disabled. Proceedings of the Third International Seminar on Special Education. New York, 1966, 93 p.
All aspects involved in the comprehensive care of the MR and the physically and multiply handicapped, from early detection through treatment and vocational rehabilitation, are considered. The book discusses development of programming and areas such as vocational training which need improvement.

371.
Jefferson County, Kentucky Council for Retarded Children. The Sheltered Workshop and Occupational Training Center: Final Report, Grant Number 1547-D. By: Whitmer, J.N. Louisville, Kentucky, 1967, 69 p.
The effectiveness and comprehensiveness of a vocational renabilitation service was demonstrated in an occupational training center. Subjects were between the ages of 16-44 years and had IQs ranging from 50-70. Evaluation took psychological factors vocational factors, and work samples into consideration. Production problems in the program included shortage of work contracts, proper loading docks, and movement of materials.

372.
Jewish Employment and Vocational Service. Final Report, Vocational Rehabilitation Administration Project RD-1527, U.S. Department of Health, Education, and Welfare, Bitter, J.A. St. Louis, Missouri, 1967, 33 p.
The main objectives of the demonstration Work Experience Center to develop an interagency approach for training MRs and to increase the number of employed MRs. A 5-phase program provides general vocational adjustment and specific job training by utilizing intra-mural and extra-mural resources.

373.
Jordan, T.E. The Mentally Retarded (Columbus: Charles E. Merrill Publishing Company, 1972).
The third edition is intended to convey the more significant information about mentally retarded children and adults. The chapter titles are: (1) Delineating Mental Retardation, (2) Research, (3) Chronology, (4) The Family, (5) Theories of Development, (6) Characteristics of the Mentally Retarded, (7) Residential Living, (8) Language, (9) Psychodiagnostics, (10) The Sources of Mental Retardation, (11) Patterns of Development, (12) Therapeutic Considerations, (13) Education, (14) Independent Living.

374.
Keate, J.J. and Hall, V.L. A Coordinated Program of Vocational Rehabilitation and Special Education Services for the Mentally Retarded, Final Project Report. Salt Lake City, Utah; 1966, 15 p.

An initial 3-year coordinated program of educational rehabilitation services for the MR in job placement and community living has proved to be successful in terms of parental involvement and counseling, community awareness and participation, and client habilitation. Recognition of the importance of vocational rehabilitation in the curriculum has increased and early vocational orientation within the special educational program is now being accepted.

375.
Kennedy Job Training Center. An Occupational Training Center for the Mentally Handicapped. Palos Park, Illinois: Joseph P. Kennedy, Jr., School for Exceptional Children, 1967, 77 p.

The center set as its goal the utilization of voluntary and public programs to prepare MRs for work and to reinforce its rehabilitation resources. The program includes sheltered workshops, monetary incentive systems for reaching levels of productivity in work and behavior, and placement in permanent employment. MRs not capable of community adjustment can be employed by the Flame of Hope Candle Project.

376.
Kentucky, Rehabilitation Services Bureau and Education Department. An Organized Coordinated Program of Vocational Rehabilitation and Special Education for the Mentally Retarded. Final Report of Project RD-1524-D. Prestonburg, Kentucky, 1967, 40 p.

This program provided joint education and rehabilitation services for MR students and school dropouts. The project goal was to provide experiences, training, education, and any other services needed to help clients develop into independent, contributing citizens capable of full-time employment. The project included adolescents from 15 to 25 years of age with IQs within the 50-85 range. Of 190 subjects who were placed in employment after participating in the program, 74 received on-the-job training, 34 were trained in vocational schools, and 86 received counseling, guidance, and placement only. IQ alone was not a predictor of rehabilitation success. Results were also influenced by socioeconomic factors such as home life, economic background, social behavior, etc.

377.
Kentucky, Rehabilitation Services Bureau and Education Department. Coordinated Program of Vocational Rehabilitation and Special Education for the Mentally Retarded in Harlan County, Kentucky. Final Report of Project 1522-D-67-C2. Harlan, Kentucky, 1967, 46 p.

During a 3-year program of 109 high school students and dropouts were successfully rehabilitated. The project provided vocational counseling and job training for referred students (CA range 15-21 years; IQ range 40-85) in regular and special education classes and for former students. The program operated a Work Evaluation Center which provided an atmosphere similar to a real work setting with real work incentives. Clients were selected for the program because it seemed unlikely that they could attain satisfactory work adjustment without it and because they demonstrated that their potential for learning new vocational skills and personal development was greater than that predicted by test scores.

378.
Kentucky, Rehabilitation Services Bureau and Education Department. Coordinated Program of Vocational Rehabilitation and Special Education for the Mentally Retarded in Rockcastle County, Kentucky. Final Report of Project RD-1523. Mt. Vernon, Kentucky, 1967, 44 p.

This particular project provided vocational counseling and job training for MRs between the ages of 15 and 21. Of 408 subjects (mean IQ 69.93, mean educational level 9.1 years) who applied for the program 116 were successfully rehabilitated, 131 were not accepted into the program, 151 cases are still open, and 10 clients were not rehabilitated. Most on-the-job training placements were on farms, however, a significant number of subjects were trained as machinests. Subjects were eventually placed in a wide varity of occupations. Obstacles to the project were the lack of training facilities and jobs.

379.
Kokaska, C.J.; Kubaiko, J.H.; and Wilson, H.H. Annotated Bibliography of Literature Related to Industrial Arts for the Mentally Retarded. Upsilanti, Michigan: Eastern Michigan University, 1969, 6 p.

This bibliography covers the period 1955-1968 and includes data on program guidelines and objectives, teaching techniques, motivation for learning, treatment of the MR child, guidance programs in industrial arts for EMRs acceptance of the MR, arts and crafts activities for slow learners, and industrial arts and special education.

380.
Kukoda, L.J.; Jacobs, A.; and French, E.L. Vocational Rehabilitation in a Residential Treatment Center. Devon, Pennsylvania: The Devereaux Foundation, 1964, 37 p.

The goal of this project was to restore an MR or emotionally disturbed adolescent subject to the highest vocational functioning level of which he is capable. Emphasis was placed on individual needs. Program content and steps for implementation are outlined in the book. The basic features of the program are assessment, counseling, vocational training, placement, transitional living, and follow-up.

381.
Kunce, J.T.; Mahoney, R.J.; Campbell, R.R.; and Finley, J. Rehabilitation in the Concrete Jungle. (Regional Rehabilitation Research Institute, Research Series Number 3). Columbia, Missouri: University of Missouri, 1969, 43 p.

Of 344 cases received in a "crime-infested" ghetto, 93% had IQ scores below 100, and 58% had IQ scores below 80. The major disability of 45% was mental retardation. Clients were disadvantaged in terms of work experience, education, and social dependencies. After some transitional training programs were completed, 3/4 eventually obtained employment. The percentage of clients on welfare was reduced from 60% to 40%. IQ, education, and disability were not significantly related to obtaining a job. However, a 10 factor Rehabilitation Difficulty Index showed that the more of these factors present, the harder it was to get a job.

382.
Lane Human Resources. Vocational Rehabilitation of Physically and/or Mentally Handicapped Youth Being Served by a Special Youth Opportunity Center. Final Report. Campbell, R.B., Eugene, Oregon, May 1967, 13 p.
The Employment Training Division offers vocational rehabilitation services to youth between the ages of 16 and 21, who are physically and/or mentally handicapped, and includes paid work experiences, basic education, and occupational training as well as counseling, medical services, job placement, and follow-up.

383.
Laradon Hall Occupational Center. The Occupational Success of the Retarded: Critical Factors, Predictive Tests and Remedial Techniques. Denver, Colorado, 1966, 123 p.
Research was conducted to determine effective methods of evaluating and training MRs for employment success. Successfully and unsuccessfully employed MRs were compared on a range of performance and behavior factors; a test battery to help determine MRs who are ready for employment was assembled; training and therapeutic techniques were developed for MRs limited in abilities.

384.
Lord, F.E. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 80 p.
This manual presented the results of 2 institutes which were organized in California to aid secondary schools in the establishment of work education programs. A selected bibliography of materials on the preparation of MR youth for work and specific information on instructional materials were all included in the report.

385.
McPherson, H. and Stephens, I.M. Developing a Work-Experience Program for Slow Learning Youth. A report of a three-year extension and improvement project of the Ohio Bureau of Vocational Rehabilitation of the Mentally Retarded in the Dayton Public Secondary Schools. Columbus, Ohio: Ohio Department of Instruction, Division of Special Education, 1964, 48 p.
The experiences and successes in developing a work-experience program in Dayton, Ohio for adolescent EMR students were described. Results showed that failures on the part of retardates were mainly caused by improper attitudes. Interestingly, job success was independent of age, IQ, or academic achievement. Of 73 students followed beyond graduation, 89 percent had been able to procure employment.

386.
Medical Foundation. Post-School Vocational Adjustment of Educable Mentally Retarded Boys in Massachusetts. Mudd, M.W.; Melemed, B.B.; and Weschsler, H. Boston, Mass.: 1968, 195 p.
A follow-up study of 549 EMR boys (IQ range 50-79) who had terminated attendance in special education classes during 1961 and 1962 and with 90% of their families was run. Results revealed that the majority had made a good vocational adjustment. Two-thirds of the boys had been employed full time for 76% or more of the time. Although these people had been classified as EMR during their school years, many could not

be distinguished from other normal adults. Several factors were found to interfere with vocational adjustment. These were long periods spent in special classes for EMRs which did not provide adequate vocational training. Another factor was a higher socio-economic background in which parents did not expect boys to find full-time employment after school.

387.
Memphis Department of Instruction. Coordinated Program of Vocational Rehabiliation and Special Education Services for the Mentally Retarded: Final Report of Project No. RD-1682. Memphis, Tennessee, 1968, 34 p.
A city education department 4-phase demonstration project to evaluate, train, employ, and follow-up 16 to 21 year old EMRs was successful in its purpose to set realistic vocational goals and make a smooth transition from school to work. Phase I consisted of evaluation while training in an Evaluation and Training Center, Phase II promoted good work and emotional habits, Phase III trained the subjects for a specific occupation, and Phase IV entailed full-time employment in the community. In 3 years 115 of 152 EMRs were permanently employed.

388.
Miller, D.Y., and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio: Superintendent of Public Instruction, Ohio Department of Education, 1965, 105 p.
This monograph presents 12 papers describing existing work-study programs for the EMR in Ohio. General observations were obtained from the presentations. First, vocational training is a responsibility for the local school system and all levels of government. Vocational training required the support of local businessmen and civic leaders. On-the-job training seems to be the most realistic method of training the retarded. Most work experience was in the unskilled and domestic service occupations. Case studies were presented which allowed the reader to distinguish the advantages and limitations of the projects.

389.
Moran, R.E. Lectures Concerning the Education of the Mentally Retarded and Other Themes. San Juan, Puerto Rico: University of Puerto Rico Edition, 1966, 268 p.
The education of MR individuals is discussed in terms of placement, curriculum, vocational habilitation, and guidance. Contents of the Book: Definition and Causes of Mental Retardation; The Teaching of Educable Mentally Retarded Children; The Teaching of Trainable Retarded Children; Social Maturity; Themes; Terminology Used in Mental Retardation.

390.
National Association of Sheltered Workshops and Homebound Programs, Inc., New Work Opportunities for the Mentally Retarded--Final Report. Washington, D.C., November, 1967, 77 p.
The results of the Flame of Hope Candle project indicate that MRs can be trained to manufacture quality merchandise, and that, when assistance from specialized areas and consultants is available to the workshop movement, it can provide an effective national marketing project.

All employees received specialized training which could, in most cases, be used to obtain employment in the community.

391.
National Association for Retarded Children. Organizing a Sheltered Workshop. New York, 1968, 44 p.

A sheltered workshop program for the MR is considered a community resource in determining their employment potential through the utilization of a structured, controlled working environment which attempts to prepare individuals for sheltered or competitive employment. Higher level retardates require relatively short-term services before he is placed in competitive employment. Lower level retardates need extended services which may have to be repeated indefinitely. A 6-phase program is recommended for workshops, screening admissions, evaluation, personal adjustment training, vocational or job training, selective placement, and follow-up. The local circumstances or situation will be a determining factor in the type of equipment or material considered to be essential.

392.
Nevada, Health, Welfare, and Rehabilitation Department. Occupational Training Centers for the Severely Disabled in Nevada. Linde, T.F. and McMillan, R., Carson City, Nevada, 1967, 65 p.

The Vocational Adjustment Centers in Reno and Las Vegas are demonstration projects which provide vocational evaluation and workshop-oriented training for severely disabled persons. Among those aided are the MRs. Factors to be considered in vocational evaluation of MRs are presented. It is suggested that MR training situations ought to provide both a variety of tasks and techniques useful in measuring and overcoming problems and work methods which can be adjusted to circumvent problems.

393.
New York State Interdepartmental Health and Hospital Council. Proceedings of the Institute on the Employment of the Mentally Retarded in New York State Civil Service, Fenton, J., ed. Albany, New York: New York State Inter-departmental Health and Hospital Council, 1966, 56 p.

The proceedings of the Institute are directed toward the development of procedures resulting in increased opportunities for the MR in the New York State Civil Service System. This project is inter-departmental involving participants from major state agencies and departments. The elements of the Executive Order establishing state programs to provide job opportunities for the MR in New York State are described.

394.
New York, The Governor's Council on Rehabilitation. New York State Program and Services in Rehabilitation: Background for the Development of a Comprehensive Plan for Rehabilitation in New York State. Fenton, J., and Thompson, M.M., Eds. Albany, New York, 1966, 165 p.

Since 1960, the Interdepartmental Health and Hospital Council of New York has maintained a Committee on MR to oversee and coordinate services for the MR. The Division of MR is responsible for the supervision of the 27,500 MR patients who reside in 10 state institutions.

Goals center around providing the training each patient needs to achieve his highest level of independent living. The institutions also offer preadmission, diagnostic, and general counseling services.

395.
New York University Schools of Business, and President's Committee on Employment of the Handicapped. Conference on Unskilled Workers in the Labor Force: Problems and Prospects. Girlow, A.L., ed., New York, 1966, 33 p.
Problems and proposals related to the employment of unskilled workers, especially MRs, are discussed in the light of the present labor market. Since the need for unskilled labor in industry is declining, there is a need for training programs for MRs. These programs should be designed to equip the MRs with specific marketable skills. Positive characteristics of MR employees are discussed.

396.
Northern Kentucky Goodwill Industries Rehabilitation Center. Northern Kentucky Goodwill Industries Occupational Training Center for the Mentally Retarded. Final Report of RD-1695-SD. Covington, Kentucky, 1968, 84 p.
One hundred (mean IQ 63; mean CA 19.4 years) of 176 clients who applied to the Occupational Training Center for the MR were given assistance which included work evaluation. Of these 100, 43 obtained employment in the open labor market, 12 are employed in sheltered workshops, and 24 are in vocational preparation programs. Among evaluated clients, males were significantly easier to place than females. Prior to participation in the program, clients had about a 20% chance of obtaining competitive employment; after the program their chances rose to 43% for competitive industrial employment and 55% for any type of employment. Most applicants had completed 7 years of school and tended to be near the upper limits of intelligence for MRs.

397.
Occupations for Handicapped Youths. (Second Edition) Weisbaden, Germany: Universum Verlagsanstalt, 1968, 367 p.
Occupations most suited for the MR include repetitive work on assembly lines, service jobs, and outdoor work in gardening and the building trades. Employers must be willing to spend extra time training these people; however, the returns can be great as MR workers are more conscientious about performance and show a lower rate of absenteeism. During and after training MRs should have an opportunity to continue their general education and their abilities and wishes should be considered in the job placement process.

398.
Ohio, Education Department. Guidelines: Work-Study Programs for Slow Learning Children in Ohio Schools. Crawford, W.L. Columbus, Ohio: Superintendent of Public Instruction, 1967, 50 p.
The addition of work-study programs for high school aged EMRs to special education curricula in the state of Ohio has proven to be a most effective means of providing realistic, practical job-training. This article discusses what the programs should strive to achieve and what factors can affect the success of work-study programs.

399.
Ohio Workshop Planning Project on Mental Retardation. A Directory of Sheltered Work Opportunities for the Retarded in Ohio. Columbus, Ohio: Ohio Association for Retarded Children, 1966-1967, 46 p.

The directory lists sheltered workshops for the retarded by county. Services for the retarded in other workshops and public school work-experience programs for the retarded are listed by city. Each listing contains information on location, sponsorship, date organized, source of support, administration, purpose, scope, program, and operation.

400.
Oklahoma Rehabilitation Service. A Cooperative Program of Special Education-Vocational Rehabilitation. Oklahoma City: Oklahoma Rehabilitation Service, 1964, 55 p.

The purpose of a research and demonstration project in Oklahoma City was to provide a meaningful school program with holding power, adequate preparation, and opportunity for employment for high school EMRs. Students attended special classes part of the day and worked the other part of the day. This aimed at developing characteristics, attitudes, and skills which would enable the EMRs to be successful citizens and workers. Employer ratings of the students showed that most subjects were rated average or above. During the project, school drop-out percentages were reduced from 85 to 14 per cent. Since the initiation of the project, it has been expanded to 16 secondary schools.

401.
Orzack, L.H.; Cassell, J.T.; and Holliday, H. An Educational Work Experience Program for Secondary School Educable Mentally Retarded Students. (Monograph Number 2 on the Pursuit of Change Series) Bridgeport, Conn.: Parents and Friends of Mentally Retarded Children of Bridgeport, 1969, 49 p.

A follow-up study was conducted on students who had attended Bridgeport high school special classes. The questionnaire obtained information on educational, vocational, social, and personal aspects of the individuals' lives. Vocational information revealed that 46% were presently employed, 61% were involved in unskilled labor, 57% had received salary raises, and 64% located jobs through friends, and only one person had contact with the Bureau of Vocational Rehabilitation although all were eligible for the service.

402.
Orzack, L.H.; Halliday, H.; and Cassell, J.T. The Evolution of a Sheltered Workshop for the Retarded: The Idea and Process of Implementation 1957-1968. Bridgeport, Conn.: Parents and Friends of Mentally Retarded Children of Bridgeport, Conn., Inc., 1969, 79 p.

This monograph discusses important factors in the development of the Kennedy Center workshop. Individual topics in the monograph are: a description of the current workshop and data on vocational rehabilitation funds and services; agreements and contracts with public and private agencies; adult, clinical, speech, and hearing services; and the evolution and termination of a satellite workshop program.

403.
Overs, R.P.; Holmes, E.; and McFatridge, D. Paid Domestic Work for the Trainable Retarded Girls: A Pilot Project. Milwaukee, Wisconsin: Curative Workshop of Milwaukee, 1970, 105 p.

To determine whether or not employment in domestic work is feasible when specialized training and selected placement is provided, 4 TMR adolescent girls were placed in 4 households for training in domestic skills. The girls received 3 weeks part-time training in 12 household tasks. Motivation was provided through a small hourly wage, food, drink, and social reinforcement. Participants expressed opinions that eventual employment of the 4 TMR girls in the domestic labor market was possible.

404.
Pinecrest State School. Validation of the Vocational Capacity Scale Utilizing Institutionalized Retardates. Final Report of Project RD-1619-P. Pineville, Louisiana, 1968, 129 p.

An analysis of the validity of the Vocational Capacity Scale (VCS) with 366 institutionalized MRs (CA 15 to 30 years) revealed that the VCS maintained high levels of reliability and predictive validity and measured the factors of nonintellectual routine work, general ability, general health, and social maturity. The test differentiated between job levels. Findings indicate the VCS can be used in the rehabilitation process to predict vocational potential and level of employment and to suggest areas in which training is needed.

405.
President's Committee on Employment of the Handicapped. How to Get a Job: A Handy Guide for Jobseekers. Fraenkel, W.A., Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1967, 28 p.

When choosing the right kind of job, the MR should look for the kind of work he can do best. Factors of pay, hours of work, and transportation should also be considered. This manual provides clear advice to the MR on how to get a satisfactory job.

406.
Rehabilitation Services for Educable Retarded Students: Final Report. Eugene, Oregon: Eugene Public Schools, 1968, 7 p.

A cooperative work-study program has prepared EMR students to meet the demands of a competitive job situation. Emphasis was placed on broad experience rather than on learning skills. Graduates of the program were aided in locating permanent employment. One interference with the program was student mobility. In general, IQs of participating students increased.

407.
Rosen, M. The Retardate in the Community: A Post-Institutional Follow-Up Study, Paper presented at the 91st annual meeting of the American Association on Mental Deficiency, Denver, Colorado, May 15-20, 1967, 23 p.

A preliminary analysis of post-institutional adjustment data indicates that 72 MR subjects, who had been prepared for community living via a Monyhull-type rehabilitation program, have been returned to independent living and have successfully remained outside the institution. This

type of rehabilitation program emphasizes 6 phases of transitional preparation: a preliminary assessment, adult education aimed at developing social and economic skills, vocational training and experience, community work-halfway house program, community placement, and longitudinal follow-up assessment.

408.
Rusalem, H.; Baxt, R.; and Miller, A.P. Vocational Rehabilitation of the Mentally Retarded Adult: Report of a Demonstration Project Featuring an Inter-Generational Relationship. New York: Federal Employment and Guidance Service, 1971, 55 p.

A specialized vocational rehabilitation program was established to assist MR adults who had continually failed in the labor market. This program aimed at helping these MRs to remain independent persons able to function in the community. The technique used was the "bussy system" where another disabled person assumed specific responsibilities with regard to an MR client.

409.
Salmon, F.C. and Salmon, C.F. Sheltered Workshops: An Architectural Guide. Stillwater, Oklahoma: Oklahoma State University, 1966, 134 p.

Architectural programming, planning, and principles for sheltered workshops are presented emphasizing the special needs of the handicapped. The book presents model layouts of the physical plants for sheltered workshops. The book presents those important factors which should be considered in planning a workshop such as: safety precautions, acoustical practicality, flexibility for different and changing uses, and suitability for activities to be performed.

410.
San Francisco Aid Retarded Children. Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Katz, Elias, San Francisco, California, 1965, 132 p.

An Independent Living Rehabilitation Program (ILRP) established a non-residential Vocational Rehabilitation program for moderately to severely retarded adults. The participants were 75 MR adults with IQs below 75. Emphasis was placed on the acquisition of greater self-care and self-support. In addition, the program included pre-vocational training and family counseling. Staff ratings indicated that most enrollees improved to some extent. None of the ILRP enrollees were returned to state hospitals for the MR.

411.
Secretary's Committee on Mental Retardation. The Problem of Mental Retardation. Washington, D.C.: Government Printing Office, 1969, 18 p.

The problem of mental retardation in the U.S. is outlined with information given on the incidence, definition, and levels of retardation. A brief discussion is given of community services, manpower, residential care, special education, rehabilitation, and preventive measures.

412.
Selling One Guy Named Larry. New York: National Association for Retarded Children. (Date Unknown). Film

Some of the 2 million employed MRs in the United States are shown at work, and in most scenes it is difficult to distinguish them from their normal co-workers. Employers are shown giving convincing statements why they think it is good business to hire the MR. MRs could fill many more jobs if they had the right training. Most MRs who do complete training make fine employees. The film presents a good overall image of the MR.

413.
Services, Incorporated. Out-Plant Supervised Janitorial Service Employing the Mentally Retarded. Erikson, W., author. Bellevue, Washington, 1967, 53 p. (Project Number RD-1604-P-66 C1).

A program combining classroom and on-the-job training was designed to provide skills and subsequent employment in janitorial maintenance for MRs to the extent that job productivity was great enough to embody wages and supervision costs. Nineteen white males, ages 17-40 years and classified from normal to severe retardation on the Weschler Adult Intelligence Scale, completed 180 hours of training. Repetition and review were an integral part of the curriculum. Motivation was as much a problem as low intelligence in the training program. However, the employee's first paycheck on the job provided an adequate incentive for most. It was found that MRs can be trained to be capable of performing at least 50% of the normal journeyman's productivity.

414.
South Carolina, Richland County School District One. Coordinated Program of Special Education and Vocational Rehabilitation Services for the Mentally Retarded: A Study and Demonstration of the Effects of a Special Education-Vocational Rehabilitation Program for Secondary School Retarded Adolescents. Final Report of Project RD-1649. Corder, W.O. Columbia, South Carolina, 1967, 104p.

The project purposes of a special education research and demonstration project were to identify and serve secondary school MR adolescents who demonstrated potential for successful vocational rehabilitation, to accelerate rehabilitation services for the severely handicapped, and to enhance pupil-client interest in self-improvement. A total of 127 subjects (mean IQ 68.5; CA range 13-21 years; mean social age 12.8 years) took part in the evaluation project. Besides continual evaluation, the subjects received job training, placement, and guidance counseling. The program continued over a 3-year period. During this time 19 subjects were placed in jobs and 26 dropped out of school. The author points out that training in the program should continue until the staff determines that a client is ready for placement.

415.
South Dakota, Vocational Rehabilitation Division. Coordinated Program of Special Education and Vocational Rehabilitation Services for the Mentally Retarded. Pierre, South Dakota, 1967, 54 p.

The purpose of a cooperative research and demonstration project was to rehabilitate selected resident and nonresident MRs by providing necessary personal, social, psychological, medical, vocational, and

related services. Rehabilitation was designed as fitness to engage in occupations which are capable of receiving wages. The program for institutionalized subjects included classroom instruction, training and evaluation, and counseling for the individual or groups. For community subjects, the program involved public education, job development, job placement, and follow-up. An evaluation of the success of 24 female and 36 male clients revealed 29 were successful, 6 were unsuccessful, and 25 were undetermined. There were no significant differences between success groups on the Wechsler Adult Intelligence Scale; however, unsuccessful subjects had higher performance scale scores than successful subjects. Results indicated that the older a person was at the time of admittance to the program, the poorer were his chances for success. Job evaluations provided the best predictive data on capacity to work. Most subjects had no difficulty in doing the required work when they were employed in the community. Difficulties arose because of social behavior or inability to get along with others.

416.
Stahlecker, L.V., ed. Occupational Information for the Mentally Retarded. Springfield, Illinois: Charles C. Thomas, 1967, 816 p.
This book is a collection of 78 selected journal articles concerning occupational education for MRs. Contents of the books according to major topics are: Guidance; Occupational Training; Work Experience; Sheltered Workshops; Community Placement; Follow-Up Studies.

417.
Stubbins, J. and Hadley, R.G. Workshops for the Handicapped: An Annotated Bibliography, No. 4. Washington, D.C.: National Association of Sheltered Workshops and Homebound Programs, 1967, 37 p.
An annotated bibliography with 113 items on workshops and workshop programs for the handicapped which covers the literature from approximately June, 1966, until the present is presented. The bibliography includes material on workshops around the world and the types of clients accepted by them.

418.
Stubbins, J. and Noll, E. Workshops for the Handicapped: An Annotated Bibliography, Number 5. Washington, D.C.: National Association of Sheltered Workshops and Homebound Programs, 1968, 55 p.
A 126-item annotated bibliography including a wide variety of work programs for the handicapped is presented. This is the fifth edition of this bibliography and covers the literature from July, 1967, through June, 1968, with other items which were not covered in earlier editions also cited.

419.
Sutton, J. Determination of the World of Work for the Mentally Retarded. Paper presented at the 91st annual meeting of the American Association on Mental Deficiency, Denver, Colorado, May 15-20, 1967, 47 p.
The paper outlines the academic program and materials required for the educating of MRs. It suggests methods of staying in touch with realistic job openings for MRs. In addition, the article stresses

the need for community cooperation in guaranteeing the successful vocational training and placement of MRs.

420.
Symposium on Habilitating the Mentally Retarded, (held at Mankato State College, Mankato, Minnesota, February 11, 1967). Ayers, G.E., ed. Mankato, Minnesota: Mankato State College, 1967, 46 p.
The symposium dealt with the process of habilitating MRs. The contents include: Contemporary Needs in Habilitating the Mentally Retarded, Cooperative Agreements Between Special Education and Vocational Rehabilitation in Minnesota, Developing A Vocationally Oriented Curriculum for the Mentally Retarded in Secondary Schools, Administrative Directions in School-Work Experience Programs, The Role of the Special Class Teacher in School-Work Experience Programs, The role of the Vocational Adjustment Counselor in School-Work Experience Programs, and Contributions of Guidance Counselors to the Educational-Vocational Continuum.

421.
Taylor, W.W. and Taylor, I.W. Services for Handicapped Youth in England and Wales. New York: International Society for Rehabilitation of the Disabled, 1966, 340 p.
The Ministries of Education of England and Wales recognize and provide services for 10 categories of handicapped pupils. One of the categories includes MRs. The contents of the book include: Introduction; Educational Services; Vocational Assessment, Guidance, and Placement Services; Vocational Training; Employment Services; Medical Services; Welfare Services, Summation.

422.
The George Mason Occupational Training Center Handbook. Arlington, Virginia: Division of Instruction, Arlington County, 1965.
The history, purpose, training, placement procedure, and application policy of the George Mason Occupational Training Center are presented. The purposes are to assist young MR adults to reach their maximum employment potential, to develop job opportunities in the community, to improve employers' attitudes toward the employment of the retarded, and to offer sufficient follow-up to ensure continued success on the job. After evaluation and admission, retardates are placed in either full-time or part-time trainee program. A trainee in the part-time program also receives instruction of an academic nature from the local high school. General occupational training based on experiences that can build desirable attitudes as well as skills is emphasized.

423.
The President's Committee on Employment of the Handicapped. Nine Years of Progress Employment of the Mentally Retarded and Mentally Restored 1961-1970. Washington, D.C., 1970, 7 p.
This study discussed the highlights of 9 years of promoting employment for the MR. Ninety-three per cent of the 6,000 MR people hired by the Federal Government have been successful in their jobs. In addition, 12 state governments have placement services for the MR, awards programs have been developed for firms who hire MRs, and projects which train the MR in service occupations have been organized.

424.
University of South Dakota, Psychology Department. The Predictive Assessment of the Adult Retarded for Social and Vocational Adjustment. A Review of Research. Part I, Annotated Bibliography. Vermillion, South Dakota, 1966, 160 p.
An annotated bibliography constitutes Part I of a series of material on the problem of predictive assessment of the adult retarded for vocational and social adjustment.

425.
U.S. Civil Service Commission. A Second Look: A Progress Report on Federal Employment of the Mentally Retarded. Washington, D.C.: Superintendent of Documents. U.S. Government Printing Office, 1967, 16 p.
The number of MRs employed by the federal government has shown a marked increase. Ninety-three per cent of all placements have been successful. However, there are several continuing problems that need to be solved if MRs are to be fully utilized by the federal government. These problems are discussed in the report.

426.
U.S. Department of Health, Education, and Welfare, Secretary's Committee on Mental Retardation. An Introduction to Mental Retardation: Problems, Plans and Programs. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1965, 63 p.
Designed as a basic introduction to MR, the booklet discussed problems, plans, and programs in MR. Emphasis on the report is on the scope of the problem and future needs. Report contains a 120-item annotated bibliography of MR publications from the U.S. Dept. of H.E.W.

427.
U.S. Department of Health, Education, and Welfare, Vocational Rehabilitation Administration, Special Problems in Vocational Rehabilitation of the Mentally Retarded. Heber, R., ed. Washington, D.C.: U.S. Government Printing Office, 1964, 72 p.
This conference report discussed the topics dealt with at the meetings. Its contents include: Nature of Mental Retardation, Selection and Evaluation of the Retarded Client, Training Resources and Techniques, Counseling the Mentally Retarded Client Along with His Family and Others in the Community; Post-Placement Rehabilitation Services, Appendices, Annotated Bibliography.

428.
U.S. Department of Health, Education, and Welfare, Vocational Rehabilitation Administration. The Rehabilitated Mentally Retarded, Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1964, 30 p.
Selected characteristics of MR clients rehabilitated by state vocational rehabilitation agencies in fiscal years 1958 and 1963 were presented. Information was cited on the following areas: etiology, socioeconomic status and case data of the rehabilitated mentally retarded in 1963, state performance, and progress in rehabilitation since 1958.

429.
U.S. Labor Department. Sheltered Workshops: A Pathway to Regular Employment. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, March, 1967, 36 p.
This book discusses sheltered workshops and workshop programs. Contents of the Book: Workshop Clientele; Services and Types of Workshops; Organization, Size and Location; Work and Pay in Sheltered Workshops; Job Placement and Development; Role of Sheltered Workshops Under the Manpower Development and Training Act; Other Workshop Programs; Recent Legislative Developments; Workshop Experience Abroad; and New Directions for Sheltered Workshops.

430.
U.S. Social and Rehabilitation Service. We Are Concerned. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1967, 16 p.
This book describes the South Carolina Youth Task Force, the TARS (Teens Aid the Retarded), and SWEAT (Student Work Experience and Training) programs which are organized to educate youth and teenagers about MRs. Contents of the book are: South Carolina Youth Task Force; A Vital Stimulus; Student Work Experience and Training; People Who Need Us; TARS; A Special Concern.

431.
U.S. Vocational Rehabilitation Department. A National Follow-Up Study of Mental Retardates Employed by the Federal Government (Final Report). Oswald, H.W. Social and Rehabilitation Service, (Grant RD-2425-6), 1968, 133 p.
A follow-up study of factors related to the employment, training, and counseling of the 2,747 MRs employed by the Federal government between 1964 and 1966 disclosed that they were performing over 100 different kinds of jobs and recommended that the special government hiring authority for the MR be continued on an indefinite or permanent basis. The majority of the MRs in the sample were male (CA 20-25; mean IQ 72.9). As of 1968, 62% of the MRs were still employed and 40% had received advances. A great deal of the success of the program was due to cooperative placement efforts of the counselor and employer.

432.
Vigo County School Corporation. Demonstration Project Concerning Training and Vocational Placement for Educable Mentally Retarded Pupils. Hamrick, W.J., author. Terre Haute, Ind., 1967, 48 p.
The Vigo County (Indiana) School Corporation with community cooperation developed a work-study to demonstrate the employability of the EMR. The program included arrangements for job tryouts, on-the-job training, job placement, and follow-up supervision. Job training included service occupations of janitorial, food service, and auto service nature. A follow-up study revealed the majority of the employers were satisfied with their trainees. One point which should be noted is that EMRs act more responsibly when special emphasis is placed on their interests and the development of their social skills.

433.
Viscarde, H., Jr. The Abilities Story. New York: Paul S. Eriksson, 1967, 239 p.
Since its founding in 1952, Abilities, Inc., a work center which employs only disabled persons and is based on the ideal that the disabled can

live and work, has survived the upheavals of business and industrial cycles and has grown and expanded to a point where it now has a business and industrial being of its own. MRs are tested for vocational potential and then trained for jobs.

434.
Vocational Education Amendments 1968: Public Law 90-576. Program for the Handicapped, Newsletter of the U.S. Health, Education, and Welfare Department, Secretary's Committee on Mental Retardation, 1969, 69(3), 1-5.
The 1968 amendments to the Vocational Education law updates and extends important provisions for the handicapped. Ten per cent of each state's funds marked for State Planned Programs must be appropriated for handicapped persons. It also provides a more lengthy and updated definition of handicapped.

435.
Vocational Guidance-Employment and After Care. London, England: College of Special Education, 1968, 16 p.
In Britain, the following concepts are now being stressed to aid the EMR in transition from school to work: a good attitude, punctuality, diligence, ability to assess one's own work, a self-critical attitude, provision of useful work experience, and acquisition of skills. The contents of the book include the following chapters: General problems of placement of backward and mentally handicapped children; Vocational guidance for backward children in secondary schools; Vocational guidance for ESN children in special schools; Vocational guidance for Severely sub-normal children in training centres; The Youth Employment Service; After-Care Services, and One Way of Approaching the Problem--an all-round education for the working world.

436.
Vocational Rehabilitation Department. State DVR Role in Implementing the Federal Program for Employment of Mental Retardates: Final Report. Cole, L.B. and Oswald, H.W., Washington, D.C.: Government of the District of Columbia, 1968, 62 p.
A project to examine the effects of the role of the State Department of Vocational Rehabilitation in implementing the Federal employment of MRs indicated that vocational rehabilitation counselors can facilitate the placement of MRs. From 1964-1966, 442 individuals (IQ range 34-101; mean CA mid 20s), 39 Federal agencies, and 74 professional rehabilitation workers participated in the project. This project certified MRs for various types of work, helped place them, and provided follow-up counseling after placement.

437.
Wall Street Mission--Goodwill Industries. Final Report of the Sioux City Work Evaluation and Training Project for the Mentally Retarded. Horbach, R.L. Sioux City, Iowa, (no date), 8 p.
This project was designed to provide an organized program for the selection, evaluation, and training of the MR young adult for employment. Training after initial assessment occurs in Goodwill Industries sheltered workshops. Often clients require personal adjustment more than vocational training.

438.
Warren, F.G. The Kent Occupational Education and Training Center. Grand Rapids, Michigan: Kent Occupational Education and Training Center, 1965, 66 p.

This article discusses the three-year segregated high school program for the EMR which prepared students socially and vocationally for adult responsibilities through an integration of classroom and sub-contract work experiences with on-the-job training. All persons who attemd must be 16, an EMR, and physically and emotionally qualified for vocational success. The first 2 years are spent in the classroom evaluation, home economics, and shop areas. The third year is spent in on-the-job training. After 9 successful months of on-the-job training, the student is graduated and permanent employment found.

439.
West Virginia. State Board of Vocational Education, Division of Vocational Rehabilitation. Out of the Shadows: A Program of Evaluation and Prevocational Training for Mentally Retarded Young Adult Females. Winchell, W.G. and Phelps, W.R. Charleston, West Virginia, 1965, 155 p.

The West Virginia Rehabilitation Center has developed a curriculum which is reasonably effective in evaluating and providing personal and social adjustment training to EMR females. The program lasted for 8 weeks and all participants were between the ages of 16 to 21. Although this time was long enough to provide adequate vocational evaluation, it was insufficient to provide adequate guidance in intensive personal and social adjustment, developing work tolerance, or intensive job preparation. These should be emphasized if the MR are to be successfully trained and placed in employment.

440.
West Virginia, Vocational Rehabilitation Division. Coordinated Program of Vocational Rehabilitation and Special Education Services for the Mentally Retarded: Project RD-1640-D. Williams, C.L., Author, Charleston, W. Virginia, 77 p.

In West Virginia, Cabell County organized a cooperative 3-year demonstration project to prepare EMRs for community and vocational adjustment. The public schools provided in-class vocational training such as manual arts, homemaking, and horticulture. The Vocational Rehabilitation Agency provided work training, job tryouts, placement, and supervision. Community hospitals, cafeterias, private families, service stations, and upholstery shops were some of the businesses used as training centers. A six month follow-up study on forty-two of the 87 EMRs who attended the program revealed that all forty-two students were still employed. Average earnings were $43 a week. Project staff members felt the program increased the number of MRs available for gainful employment.

441.
Wheeler, D. The Promise and Future of Pre-Vocational Evaluation of the Mentally Retarded. Paper Presented at the 91st annual meeting of the American Association on Mental Deficiency, Denver, Colorado, May 15-20, 1967, 5 p.

In order to provide for the vocational rehabilitation needs of MRs, academic and rehabilitation programs should be included in one comprehensive program ained at providing personal, social, and emotional adjustment and appropriate job training and placement. Future prevocat-

ional evaluation of the MR should move away from the limited job opportunities afforded by routine and repetitive work roles.

442.
Wilmington Public Schools, Follow-up Study of Occupational Education Work-Study Program Leavers, Reiter, R.A., Wilmington, Delaware: Public Schools, 1967, 10 p.
One hundred twenty-nine MRs who had been enrolled in the Wilmington secondary occupational educational work-study program were contacted to determine the program's success. Ages of the persons contacted were between 16 and 26 years and IQ ranged from 47 to 93. The average time in the program was about 4.2 semesters for each person. Results showed: 54% of the jobs held were service occupations; 50% or more of the pupils received pay above the minimum wage, were promoted, and/or were employed full time; 2% received welfare payments; 10 were in the armed forces; and 124 were taxpayers. Most expressed a desire for more reading and arithmetic skills.

443.
Wolfe, E.W.; Phelps, W.R. A Program of State-Wide Vocational Rehabilitation Services for the Mentally Retarded. Institute, West Virginia: West Virginia Rehabilitation Center, 11 p. (no date).
This report describes an evaluation-adjustment course relating to domestic and homemaking employment for mentally retarded girls. All trainees are between the ages of 16-21, single, female, and educable. Instruction relating to daily living, domestic arts, and productive work activities is presented. The relationship of vocational training to personal and social adjustment is also considered. Long-range objectives are to provide vocational training, curricula, evaluations, and prevocational conditioning.

444.
Wright, G.N. and Trotter, A.B. Rehabilitation Research. Madison, Wisconsin: University of Wisconsin, 1968, 674 p.
This book reviews 97 studies pertaining to rehabilitation. Those which relate to MRs include the development and evaluation of a work adjustment program for MR adolescents, the development of the Vocational Capacity Scale (an instrument to predict the vocational potential of an MR), an investigation of the advancement patterns of EMR adolescents through vocational training in a residential center, the use of measurements of different types of ability among MRs as basis for assessment of behavioral adequacy, an investigation of the adjustment process in non-institutionalized EMR adults, and an experimental investigation of the effects of occupational information counseling on the selection of occupational goals by MR and slow learning adolescent males.

445.
Young, E.B., ed. Vocational Education for Handicapped Persons: Handbook for Program Implementation. Washington, D.C.: Special Needs Unit Handicapped, U.S. Office of Education, 1969, 126 p.
The Vocational Education Amendments of 1968 provide for vocational rehabilitation programs to enter into a State-Federal partnership with State Vocational Rehabilitation agencies which provide services directly

to handicapped clients. Organizational programs and vocational training can be developed for EMRs and TMRs. With good planning and organization between agencies and understanding by the community the transition from school to employment of the handicapped can be eased.

446.
Younie, W.J., ed. Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Richmond, Virginia: State Department of Education, 1966, 70 p.
This book includes philosophical, instructional, organizational, curricular, and administrative guidelines for establishing work-study programs. Contents: Overview; Historical Perspectives; Philosophical Guidelines; The Educational-Vocational Continuum; Organizational Guidelines; Curriculum Guidelines; Administrative Directions; State Rehabilitation Services; Some Capsule Programs.

ARTICLES

447.
"A"Home," Annex of the Sheltered Workshop is Indispensable for Adults." Nos Enfants Inadaptes, 1967 quarterly review (special issue), 15-17.
The relatively new concept of a home and workshop arrangement for adults MRs in France is presented. The "home" arrangement is based on 3 objectives: Material Care for the MR, emotionally protected environment, and therapeutically, uninterrupted pursuit of therapy and education. A detailed outline of the facilities and needed personnel are provided.

448.
"A Rehabilitation Home for Mentally Retarded Children," Forward Trends, 1967, 2(2), 56-61.
The program of a rehabilitation home for "deeply" MR children in Cracow, Poland, is based on the philosophy that all children can be educated. Educational rehabilitation procedures stress the idea of building on existing abilities in order to increase them or create new ones. Children are grouped according to level of physical disability and degree of retardation. The program emphasized social development, motor skills training, and pre-vocational training.

449.
Alexander, J. "Opportunity for 'Multi' Handicapped," Motive, 1968, 14(6), 23-25.
A pilot rehabilitation program for the blind MR at Orient State Institute, (Ohio) offers training in sheltered workshop skills. Mobility training and the development of lengthened attention spans were preliminary steps to more advanced skills. Although most of these individuals will have to remain in a sheltered workshop environment, a few have advanced to outside training at a Vision Center. Early training of the multi-handicapped should increase their ability to respond to training.

450.
Allen, R.J. "Meeting the Needs of the Older Mongoloid Individual Through Sheltered Employment." In: Wisconsin Association for Retarded Children, Mongoloid Conference Proceedings (Conference of the Mongoloid Individual, His Family, and His Community held April 10-11, 1968, Milwaukee, Wisconsin.) Madison, Wisc. 1969, 27-30.
Specific community services should be made available to meet the special needs of the adult mongoloid. Community should assume responsibility for training the mongoloid through sheltered employment programs and specialized training. Also the community should provide for placement. The public must evaluate its attitude toward the MR in terms of needs rather than rights.

451.
Anderson, A.R.K. "Letter to Provincial Associations for the Mentally Retarded from the Public Service Commission of Canada," Mental Retardation, 1970, 20(4), 8.
Public Service Commission suggests it should set a good example in the employment of handicapped individuals. They feel they should hire on the basis of ability, not disability. The program involves identifying positions which can be held by MRs, development of on-the-job traing methods, and the selection and placement of MRs in these positions. The Association for the Retarded would work in close cooperation with the Public Service Commission to supervise the progress and employment of MRs.

452.
Appell, M.J.; Williams, C.M.; and Fishell, K.N. "Factors in the Job Holding Ability of the Mentally Retarded," Vocational Guidance Quarterly, 1965, 13(2), 127-130.
In a study designed to discover variables which differentiate EMR who remained employed from those who failed it was found that the former group spent less time in the workshop and more time in outside employment, and there were no differences in age, IQ, arithmetic, reading, and finger dexterity. It was noted that a majority of the Ss were placed in service occupations and that 16 months in Work Training Centers proved to be optimal from the point of view of training for competitive employment.

453.
Arnion, _____. "Family Action and Our Adults," Nos Enfants Inadaptes, 1967, 21(1), 20-21.
The postulate is presented that the MR in sheltered workshops who have been raised from childhood to a life of relative independence and self-sufficiency, must have this regime continued once they reach adulthood. These persons must not be sheltered too much from the many responsibilities and burdens the normal adult faces. This will involve added pressure for them but will be in keeping with the goal of helping them continue to live as normal a life as possible.

454.
Association of Rehabilitation Centers. "1968 Directory of Rehabilitation Facilities," Journal of Rehabilitation, 1968, 34(4), 15-86.
This is an updated version of a directory originally published in 1964 which lists rehabilitation centers in the U.S. and Canada. Because only ½ of the questionnaires were returned, the directory is not complete. The Group Profiles section summarizes data obtained from 484 rehabilitation centers and comparisons are made between the 1964 survey and the present one.

455.
Ayers, George E. "Counseling in Work Adjustment Programs," Journal of Rehabilitation, 1971, 37(4), 31-33.
Utility of counseling in work adjustment programs is discussed along with some techniques. Individual counseling can help a client through a trauma and is necessary for some. Video-counseling is good for modifying behavior. Group counseling provides support for its members and is effective, particularly with clients suffering problems of interpersonal nature.

456.
Ayers, G.E., and Duguay, R.A. "Critical Variables in Counseling the Mentally Retarded," Rehabilitation Literature, 1969, 30(2), 42-44.
Counseling the MR is one of the most important services provided in their rehabilitation. Environmental factors, parental influence, level of functioning, degree of impairment, emotional and social needs, self-concept, personality characteristics, motivation, and intellectual limitations are significant variables that counselors must be cognizant of if they are to assist the MR in developing to their maximum potential.

457.
Bach, H. "Basic Tenets in Establishing Special Schools for the Trainable Mentally Retarded," Zeitschirft firi Heilpadagogik, 1966, 17(4), 148-159.
Recommendations are presented for establishing special schools for the TMR in Germany. A developmental quotient of under 60 is suggested as admission requirement. Achievement goals are wide-ranging inner fulfillment and practical dexterity. Intensive and regular contacts with the parents and the promotion of good public relations are emphasized.

458.
Baldwin, W.K. "Employment Possibilities for the Educable Mentally Retarded," Digest of the Mentally Retarded, 1966, 2(2), 124-125.
A study of selected communities in New Jersey to determine job possibiliti for EMR (50-80 IQ) persons was conducted. The communities selected included: 1 large city, 2 large towns, 2 smaller towns, and 2 or 3 rural communities. Results indicated that there were some job possibilities for EMRs in each community. Job opportunities were mostly in the field of unskilled labor, were seasonal, had few fringe benefits, and lacked economic security for the future. Jobs for mental retards were scarce in some towns due to economic conditions, misunderstandings about mental retardates, and perhaps an unhappy previous experience with a MR employee.

459.
Barklind, K.S. "Work Activity as a Context for Education and as a Legitimate Vocation for the Trainable Retarded Adult," Education and Training of the Mentally Retarded, 1969, 4(1), 11-16.
A work-activity program designed to aid 16 SMR young adults within the community indicated that this project was successful at the "maintenance level." Results showed increased participation and work activity as well as some increase in verbal IQ scores on the Peabody Picture Vocabulary Test, Production schedules on the program were flexible and participants were paid 5 cents an hour. The work-activity program was part of a larger program. All supervision was on an individual basis. Generally, participants even seemed to improve in their home adjustment.

460.
Barnard, J.W. and Orlando, R. "Behavior Modification: A Bibliography," Institute on Mental Retardation and Intellectual Development Papers and Reports, 1967, 4(3), 1-67.
The bibliography includes only items that actually describe or illustrate specific methods of behavioral modification. Each item has enough information provided to contact the original author.

461.
Baroff, G.S. and Tate, B.G. "A Demonstration Sheltered Workshop in a State Institution for the Retarded," Mental Retardation, 1966, 4(3), 30-34.
A sheltered workshop for the retarded was established at a state school in North Carolina which focuses primarily on institutional work assignments and day placements. The program originated from a need for more research laboratory equipment for the psychology department at the University of North Carolina. The vocational program was begun to supply this equipment. The first set of workers consisted of 26 residents, 12 male and 14 female with a CA range from 14-34 years and an IQ range from 31-81. Since then the program has expanded for mail ordering of laboratory equipment plus other services. Workers are paid 10 cents an hour and tokens. Whenever a worker notifies a supervisor of a defective part, he is given a token to reinforce his initiative.

462.
Baroff, G.S. "The Mental Retardation Training Institute." In: Ayers, G.E., editor. Innovations in Vocational Rehabilitation and Mental Retardation. Washington, D.C.: American Association on Mental Deficiency, 1969, 1-6.
The MR Training Institute teaches a course which is divided into three parts, each 2 weeks in length. The course is designed to train personnel about the origins, impacts, characteristics, and training of MRs. Also, the facilities available to help MRs are discussed.

463.
Barrett, A.M.; Relos, R.; and Eisele, J. "Vocational Success and Attitudes of Mentally Retarded Toward Work and Money," American Journal of Mental Deficiency, 1965, 70(1), 102-107.
Two groups of mentally retarded individuals composed of subgroups at 4 different institutions in the United States and equated relatively as to IQ, age, and educational background, were examined with 20 items designed to reveal differences between the groups on attitudes toward work and the use of money. One group was designated as vocationally successful by certain defined criteria and the second was defined as vocationally unsuccessful. Results indicate that the successful group can be distinguished from the unsuccessful by significant items that emphasize abstractive reasoning.

464.
Baxter, J. "Where Do They Go From Here?" In: Kokaska, C.J., ed. Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded. Lansing, Michigan: Department of Education, 1969, 27-30.
When TMRs leave the classroom they may receive vocational rehabilitation services, find employment in sheltered workshops, or participate and/or work in adult activities centers. Although TMRs can work productively, they require extensive supervision. Terminal workshops for TMRs face so many financial and organizational problems that they are an unrealistic answer to adult living for the TMR. This article suggests adult activities centers where TMRs can live, remain in the community, and do some work at their own speed. These adult activities centers would emphasize the recreational aspects of life.

465.
Beatty, J., Jr. "Pets and People," McCalls, 1968, 95(12), 62.
About 40 retarded young adults aged 16 and over staff the Lambs Pet Shop

in Chicago and the Lambs Pet Park in Libertyville, Illinois. Starting with such chores as cleaning cages, feeding the animals, and running errands, the MRs have developed more complex skills and the range of activities of the Pet Park has expanded to include a crafts shop, gift shop, and tea room.

466.
Beekman, M. "General Principles of Work-Study Programs," In: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio. Superintendent of Public Instruction, Ohio Department of Education, 1965, 15-24
General guidelines and principles for the development of a successful work-study program were proposed. These included: (1) the need to integrate educational experiences of the special class with those of the total school; (2) the fact that the MR are handicapped only so far as to their disabilities interfere with social functioning; (3) the need to develop curriculums based upon individual needs; and (4) the need to develop and to encourage community understnding and cooperation. Experience has revealed that no test, including the IQ test, is a reliable predictor of success in a work-study program; good work habits are developed in both home and school; the child's self-concept is important; and work skills and habits are developed throughout all school experiences.

467.
Beitzel, W. "The Work-Study Program in Ohio," In: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio: Superintendent of Public Instruction, Ohio Department of Education, 1965, 45-55.
The Dayton, Ohio work-study program was designed to aid adolescents with mental retardation to make a smooth transition from the school to work. The community helped in planning and guiding the development of this program. Students received both school and on-the-job training experiences with only 11th and 12th grades participating. Training jobs centered around such areas as auto services, domestic services, food services, and porter services. The per pupil cost of this 2-year program was $90.

468.
Bender, M. "An Experiment Using a Visual Method of Instruction followed by Imitation to Teach Selected Industrial Education Psychomotor Tasks to Severely Mentally Retarded Males." Dissertation Abstracts International, 1972 (Mar), Vol. 32 (9-A), 5004-5005.
The problem was to develop, implement, and evaluate a program described by the title. It was hypothesized that there would be observable differences in total test performance scores and subject scores obtained on tasks involving pattern tracing, sanding, nail manipulation, and hammering. Significant differences were found at the .05 level of significance.

469.
Berendsen, W.C. "Toward Acnieving Productive Vocational Status for the Moderately Retarded Person," Mental Retardation, 1969, 19(3), 2-6.
Productive employment handicapped individuals should receive priority in planning for the future of the MR. This planning should take into account the changes in the employment field. Discrimination still exists (perhaps in a more limited form than in the past) for the handicapped.

Mrs are the first to be fired during a depression and the last to be rehired when it is over. Because of the decreasing opportunities for employment in industry and service professions, perhaps sheltered workshops should be used more vigorously and efficiently as employment sources.

470.
Berkson, G. "Aspects of a Comparative Psychology of Mental Deficiency," American Journal of Mental Deficiency, 1967, 72(1), 10-15.
Research with animals which concentrates on developmental defects has been concerned mainly with the effects of early alteration of the physiological and social environment on learning or emotionality in adulthood. This has been used to add significant dimensions to the study of defects.

471.
Bhaskaran, K. "Vocational Rehabilitation and the Use of Normal Facilities for the Mentally Retarded," Journal of Rehabilitation in Asia, 1966, 7(3), 42-45.
The proposal is made that the vocational rehabilitation program for the MR in India utilize, for the present, the existing facilities which were designed for the normal. India has 5-6 million TMR and EMR who require extensive vocational rehabilitation for economic and social adjustment. Until cooperation between agencies and funds are present, existing facilities will have to be utilized. In the meantime, education of the public and identification of MRs in the school population is necessary.

472.
Bhatia, B.D. "Preparation and Placement of the Mentally Retarded in Normal Employment," Journal of Rehabilitation in Asia, 1966, 7(3), 46-49.
The importance of normal employment opportunities in the rehabilitation of the MR is discussed in terms of job preparation and placement. Factors which are considered important in obtaining employment are discussed. This article states the primary focus of school programs should be concerned with academic and vocational training. The author notes that work experience, rehabilitation counseling, and follow-ups on job placement are important contributors to effective personal-social-economic adjustment of the retardate.

473.
Bierman, A. "Sheltered and Cooperative Program for the Mentally Retarded as a Guide to 'Independent Living.'" In: Kelly, E.M., ed. The New and More Open Outlook for the Mentally Retarded. Washington, D.C.: Catholic University of America, 1966, 81-87.
A sheltered workshop is a rehabilitation facility with a controlled environment which promotes progress toward normal living, develops employability, and provides remunerative employment. Services of the workshop include evaluation, training for personal adjustment and vocations, selective job placement, and follow-up.

474.
Bitter, J.A. and Bolanovich, D.J. "Development of Vocational Competence in the Moderately Retarded," Mental Retardation (AAMD), 1966, 4(6), 9-12.
The Work Experience Center in St. Louis prepares the moderately MR for community employment through a coordinated school-vocational training program. Habilitation efforts for retardates have been primarily at

the EMR level. A specifically tailored program employs intensive use of audio-visual techniques and concrete work experiences. These are combined in a coordinated program of school, home, workshop, and employer effort. In this program, each individual develops sequentially toward realistic employment objectives.

475.
Bitter, J.A. and Bolanovich, D.J. "Job Training of Retardates Using 8 mm Film Loops," Audiovisual Instruction, 1966, 11(9), 731-732.
Eight mm film loop can diminish obstacles in job training for MRs because of their facility for concreteness. Single framing cued stops at appropriate points aid in reducing tasks to minute, readily understandable steps. In addition audiovisual materials are used to familiarize the trainee with his job area and duties and to teach him his job skills.

476.
Bitter, J.A. "Toward a Concept of Job Readiness," Rehabilitation Literature, 1968, 29(7), 201-203.
The concept of "job readiness"-- the achievement of performance patterns that will comply with those required by a work environment--may prove to be a useful criterion for job placement in vocational rehabilitation. An evaluation of "job readiness" should include a consideration of individual behavior and skill performance patterns that affect employability, job and environmental variables; and the relationship between the job and the worker.

477.
Bitter, J.A. and Bolanovich, D.J. "WARF: A Schale for Measuring Job-Readiness Behaviors," American Journal of Mental Deficiency, 1970, 74(5), 616-621.
Researchers utilized the Work Adjustment Rating Form (WARF) to predict the employment success of 23 male and 17 female MR subjects between the ages of 16 and 21 years. Clients were rated at the end of the third and sixteenth week of the 36 week training program. Areas of evaluation included: 1. amount of supervision required; 2. realism of job goals; 3. teamwork; 4. acceptance of rules and authority; 5. work tolerance; 6. perseverance in work; 7. extent to which client seeks assistance; 8. importance attached to job training. The 3-week scores were nearly as predictive as the 16 week ratings when correlated with job success after 6 months in community employment. This study indicated that behavior patterns predictive of job adjustment can be identified and measured. Shortcomings which still need to be overcome are the subjectivity of behavior observations and the inability thus far to relate patterns of measured behavior to rehabilitation needs.

478.
Blackman, L.S. and Siperstein, G.N. "Job Analysis and the Vocational Evaluation of the Mentally Retarded," Rehabilitation Literature, 1968, 29(4), 103-105.
Vocational rehabilitation counselors recognize the need for new approaches to appropriate indices of the vocational potential of the MR. This article analyzes different approaches used to assess vocational potential and suggests new approaches for future use.

479.
Blackman, L.S. "Psychological Foundations of Habilitation in Mental Retardation," Australian Children Limited, 1964, 2(3), 119-123.
The contributions of psychologists to the two major phases of the habilitation

process (special education and post-school vocational habilitation were discussed). The psychologist characterizes the MRs so special education teachers can develop materials and methods that will facilitate the students learning. Prior to employment the psychologist is important in the evaluative process.

480.
Bleidick, U. "The Special School for Mentally Retarded: Preamble to a Theme," Zeitschrift fifi Heilpadagogik, 1966, 17(4), 145-146.
A brief survey of past ideas and methods as well as recent ideas reveals a trend toward more academic training for MR children in Germany. Currently, leaders in the field of special education, feel that more emphasis should be placed on academic work. The leaders also recognize a need for teachers who have been thoroughly trained to meet the needs of educating the MR child.

481.
Blue, C.M. "Trainable Mentally Retarded in Sheltered Workshops," Mental Retardation, 1964, 2, 97-104.
This article deals with TMRs participation in sheltered workshops over the past decade. Descriptive material is provided. It has been observed that TMR persons may become adequate workshop employees by (1) proper preparation in the childhood environment, (2) early general work training in the educational program leading into more specialized work training, and (3) gradual entrance into the workshop program itself.

482.
Bogatz, B.E. "An Evening School Program for Educable Retardates in an Institutional Setting," Mental Retardation (AAMD), 1967, 5(1), 38-39.
The voluntary evening school program at a Training and Research Center in New Jersey supplements previous academic and vocational programs by emphasizing community adjustment. EMRs over age 16 attend school twice a week in whatever subjects or activities are necessary. At one meeting the class discusses and practices a certain activity. At the next meeting, visits are made to an applicable facility to practice what they learned before. The program has resulted in more acceptable behavior, a high degree of motivation, and better community adjustment.

483.
Boi, G.K. "Preparation in the Schools of the Young Mentally Retarded for Vocational Training," Journal of Rehabilitation in Asia, 1966, 7(3), 50-51.
The majority of schools for the MR in India offer pre-vocational training programs which provide a variety of social, educational, and vocational activities. These enable the MR to learn appropriate social behaviors, good work habits, and in-school experiences for the development of attitudes and behavior relevant to vocational adjustment. However, there are no on-the-job training programs provided.

484.
Bortner, M., and Birch, H.G., "Cognitive Capacity and Cognitive Competence," American Journal of Mental Deficiency; 1970, 74(6), 735-744.
Performance for both normal and subnormal children only partially indicates ability. Environmental stimuli can affect the performance level. Capacity to perform can reflect age of the subject, type of task, and motivation by the subject.

485.
Bowers, J. "Skill Obsolescence and Reeducation." In: U.S. Department of Health, Education, and Welfare, Office of Education. Contemporary Issues in American Education. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1965, 13-23.

Skill obsolescence and re-education were discussed in terms of planning a successful educational system to meet retraining needs. Important in this evaluation were: (1) nature of industrial change, and (2) difference in the nature of the job structure. Retraining and its problems are discussed.

486.
Boyd, W.N. "Vocational Rehabilitation of the Mentally Retarded." Canada's Mental Health, 1964, 12(5), 16-20.

In Manitoba, Canada, there exists a halfway house for mentally retarded persons. Over a period of 19 years 300 young men and women were placed in successful job experiences through it. In addition, vocational rehabilitation services have been expanded to assessment, counseling, vocational training, placement, and in some instances, tools, transportation, and maintenance during training. The major problem today is extending these services to the huge backlog of community residents, many of whom are without sufficient prior training and an increasing number who are graduating from existing programs.

487.
Brand, J.; Shakespeare, R.; and Woods, G.E., "Psychological Development of the Severely Subnormal after 16 years of Age," Developmental Medicine and Child Neurology, 1969, 11(6), 783-785.

Mentally subnormal children 16-20 years old should remain at the junior training school for additional education. Fifty-one children were involved in the study. At this age learning potential seems to improve in language skills, comprehension, manual skills, and social competence.

488.
Breeding, P.A. "Rehabilitation Programs and Services in Schools Developing a Statewide Plan for Work-Study Programs." In: Ayers, G.E., editor. Program Developments in Mental Retardation and Vocational Rehabilitation. (Proceedings of the Vocational Rehabilitation Subdivision Meetings, American Association on Mental Deficiency Conference, Boston, Mass.: April 30-May 4, 1968.) Washington, D.C.: American Association on Mental Deficiency, 1968, 38-46.

This article discusses a joint program of school services and vocational rehabilitation services for handicapped youth. School services include basic academic instruction, general vocational skills, and physical education. Vocational rehabilitation services include evaluation, counseling, training, placement, and follow-up help. In these joint programs, school services must be financed without the participation of vocational rehabilitation funds. However, funds can be obtained from other state agencies. Although this program is a joint agency effort the school has final authority over all school services and vocational rehabilitation agencies have final authority over rehabilitation services.

489.
Brewer, J., and Sparks, H.L. "Curriculum Guidelines." In: Younie, W.J., ed. Guidelines for Establishing School-Work Study Programs for Educable Mentally

Retarded Youth. Richmond, Virginia: State Department of Education, 1966, 43-51.

This article discusses major areas of concern in planning high school work-study programs for the EMR. In addition, the article provides a list of factors which should be considered as assessing a work-study program.

490.

Briggs, F.B. "Mississippi's Work for Retarded Youth," Rehabilitation Record, 1964, 5(5), 20-21.

This article describes a Rehabilitation and Convalescent Center for the MR in Mississippi. The residential center houses 63 MR individuals and provides total diagnostic services. The vocational program, the prime intent of the Center, is divided into 3 phases: diagnosis, evaluation, and training. The training program includes: agriculture, woodworking, and various service-type jobs for men; and domestic services and related areas for young women.

491.

Brinegar, L. "Indiana's Work-Oriented Program for Educationally Handicapped Students in Secondary Schools." In: Ayers, G.E., editor. Program Developments in Mental Retardation and Vocational Rehabilitation. (Proceedings of the Vocational Rehabilitation Subdivision Meetings, American Association on Mental Deficiency Conference, Boston, Mass., April 30-May 4, 1968). Washington, D.C.: American Association on Mental Deficiency, 1968, 47-53.

This article proposes that optimal secondary school programming for the EMR can only be realized when consultative and financial support of the Divisions of Vocational Education, Special Education, and Vocational Rehabilitation are pooled together. This cooperative movement can lead to a more well-rounded program of fewer repetitive instructional courses from one Division to another. Besides this, the Vocational Rehabilitation Division is enabled to receive training and evaluation services for the clients from the public schools.

492.

Brown, L. and Pearce, E. "Increasing the Production Rates of Trainable Retarded Students in a Public School Simulated Workshop," Education and Training of the Mentally Retarded, 1970; 5(1), 15-22.

A simulated workshop environment in a public school was manipulated in an attempt to increase the production rates of 3 TMR students (ages 16-20 years, IQ 30-48). Methods used were subjecting the TMRs to positively reinforced models (other people), direct reinforcement, and feedback on their activities. Under these individualized training conditions, all the subjects increased their production rates. However, there was a unique pattern of performance progress by each subject.

493.

Brown, R.I. "Development Handicap and the Vocational and Rehabilitation Research Institute (symposium)," Mental Retardation, 1971, 21(1), 21-24.

The Vocational Rehabilitation Research Institute in Calgary, Canada, assesses, minitors, and evaluates all of its programs as the services are delivered to the handicapped persons. New trainees are placed either in the training and assessment laboratory, which deals with simulated industrial production and assembly of simple goods, or in an industrial

workshop. Trainees are motivated by establishing real goals for the individual to strive for. The residence for the trainees instructs the individual in the home living and social behavior within the community. When the trainee approximates the performance of an average worker, he is referred to the job placement committee.

494.
Brug, B.W., and Barrett, A.M. "Interest Testing with the Mentally Retarded. A Bi-Sensory Approach," American Journal of Mental Deficiency, 1965, 69(4), 548-552.
Thirty-nine male and 40 female retardates were administered a modification of the Gerst Picture Interest Inventory (GPII). The mean age of the males was 19 and the mean IQ 61.87 while the mean age of the females was 23 and the mean IQ 55.92. All subjects were in "training toward some goal of occupational adjustment." The pictures were administered with a plausible verbal description. Male subjects obtained mean scores that exceeded more normal subjects in the areas of mechanical, clerical, outdoor, social service, and dramatic categories. The male and female subjects differed only in the culturally expected directions in their test patterns. It was concluded that the bisensory approach elicits interest patterns which are not too different from those expected in normals.

495.
Buckrell, M. "Observations in a Sheltered Workshop," Mental Retardation, 1970, 20(4), 4-7.
The workshop staff of a sheltered workshop can end the childlike behavior of TMRs by treating them with dignity. Although many TMRs can be trained to assume most adult responsibilities, continuous guidance is essential.

496.
Burden, C.A. "Hiring a Mental Rehabilitant," Personnel Journal, 50:920-3, D'71.
This study in Atlanta was made in 20 companies which were willing to hire mental rehabilitants. It is a short article about several hiring factors including policies, physicals, supervisors, hiring decisions, co-workers, unions, and a list of observations.

497.
Burdett, A.D. "An Examination of Selected Pre-Vocational Techniques Utilized in Programs for the Mentally Retarded," Mental Retardation, 1963, 1, 230-237.
A program concerned with the development of greater vocational opportunities for the retarded adolescent must be cognizant of the vocational, social, psychologicial, and economic needs of the retardate. Prevocational evaluation or assessment are most important. There are three major components involved in prevocational assessment: realistic vocational appraisal, appraisal of behavioral dynamics in a work situation, and a therapeutic work experience which helps the person gain a better understanding of himself as a worker.

498.
Burke, D.A., and Sellin, D.F. "Self-Concept of Ability as a Worker: A Measurement Device for Use With EMR Adolescents." In: Selected Convention Papers. 46th Annual International Convention, (held April 14-20, 1968, New York, NY). Washington, D.C.: Council for Exceptional Children, 1968, 253-259.
The Worker Scale, a self-concept measure of the vocational competence of

EMR adolescents, is designed as an aid in determining relevant classroom experiences, possible job placements, and job supervision. The test involves asking the subject to rate himself as a worker and to indicate how his parents, teacher, and a friend would rate him as a worker. Internal Consistence and test-retest reliability obtained from 84 EMRs proved adequate. A follow-up study of 29 subjects tested during prevocational training revealed the 4 lowest scoring subjects with serious work problems and the 4 highest scoring subjects were doing an outstanding job.

499.
Burke, J.; Isaac, D.; and Lafave, H. "Reappraisal of the Diagnosis of Mental Deficiency in Mental Hospitals." Journal of Clinical Psychology, 1963, 19, 359-361.

In order to develop "more meaningful work placements and more appropriate expectation of. . . patients' capabilities," three subtests of the Wechsler-Bellevue Intelligence Scale were administered to 73 "chronic" patients of the Medfield State Hospital in Harding, Massachusetts. From diagnoses by the tests, more adequate work placements could be assisgned. In the cases of some more challenging work placements brought about a response of increased productivity and social performance.

500.
Burns, K. "The Educable Retarded Adult in Society," Mental Retardation, 1968, 18(3), 2-5.

Although EMRs have the potential for useful lives, they need special care because of their disabilities and because they drop out of school early, have little money, and also face the same problems as the normal young adult. Schools should provide training and industry should supply jobs for the EMR. Early diagnosis of MR is necessary so that a program of special care can be initiated at an early age. Schools need special classes, and extended vocational training after high school should be available.

501.
Burrow, W.H. "Job Development, A Problem in Inter-Personal Dynamics," Training School Bulletin, 1967, 64(1), 12-20.

A unified and comprehensive approach to job development has been formulated by the Mansfield Project, a prevocational experience program for the MR sponsored by the U.S. Department of Labor. The aim of the project was to demonstrate that mildly retarded young people can function adequately in a variety of competitive work situations. Part of the program entailed the development of realistic employer attitudes toward MR.

502.
Cabak, V. and Najdanvic, R. "Effect of Undernutrition in Early Life on Physical and Mental Development," Archives of Disease in Childhood, 1965, 40(213), 532-534.

The effects of malnutrition on the physical and mental development of children were studied. The records of 36 children who were admitted for malnutrition to the Hospital for Sick Children in Sarajeyo, Yugoslavia, between 1951 and 1957, and later discharged, were selected to compare their present body weight, height, and Binet Simon IQ as adapted by Stevanovic to those for normals. A correlation was found between deficit in admission weight and present IQ.

503.
Cacciatore, A: "Why Slow Learners Need Vocational Training," Catholic School Journal, 1967, 671(6), 57-58.
Quality of learning rather than quantity, is most important with slow learners. General education combined with suitable vocational training will best fit the slow learner. Slow learners should be allowed to progress at their own pace and should be trained over as long a period as is necessary in unskilled and semi-skilled vocations.

504.
California, Department of Mental Hygiene. "Frank's Customers Hailed His Experiment," California Mental Health Progress, 1964, 5, 10.
A man in Washington, D.C., who owns 3 gas stations corresponded with his regular customers indicating that over 12 MR young men had been in training at the stations during the previous 12 months and that six were employed at the regular salary. Besides pumping gas and doing lubrications, some had progressed to the point of doing minor repair work. Customer response to the experiment was overwhelmingly in approval.

505.
Callander, D.J. "Role of the Opportunity Workshop," Intellectually Handicapped Child, 1970, 9(4), 12-14.
Opportunity workshop provides free vocational training for those able to achieve independence and furnishes continuing employment and social opportunities for those unable to achieve independence. Training is related to the individual's abilities and potential. The workshop also provides follow-up care after a trainee leaves the workshop. In addition, the workshop continues to provide social opportunities for the trainee who has completed the program.

506.
Callison, M.D. "Rehabilitation in Memphis--A Community in Action," American Corrective Therapy Journal, 1969, 23(3), 78-81.
Among the many rehabilitation facilities Memphis has developed, there is a sheltered workshop operated by Goodwill Industries for the MR. Plans are being made to expand the scope of the facilities. One recommendation is to provide better community job placement.

507.
Campbell, N. "Techniques of Behavior Modification," Journal of Rehabilitation, 1971, 37(4), 28-31.
Behavior modification based on operant conditioning was used to develop the work potential of MRs and other handicapped. Treatment entailed: 1. describing present and the target behavior; 2. recording rate of frequence of behavior being studied; 3. determining consequences of behavior; 4. Modifying events following undesirable behavior. The techniques for modifying behavior may be automated equipment so clients can monitor their own behavior, token reinforcement, and isolation-avoidance procedures.

508.
Campbell, W. "Problems and Issues in California," In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 14-23.

This article discusses the problems of work education programs. In Los Angeles County, alone, only about ¼ of the 5,625 youthful EMRs have access to work-oriented programs. This article suggests that high school diplomas be granted to EMRs after they have completed academic programs specifically designed for their abilities. Without a diploma, these people face vocational, social, and financial handicaps. Another problem discussed is the high incidence of school dropouts among EMRs.

509.
Campbell, W.J. "The Habilitation of the Post-School Group," Clearing House Journal, 1968, 8 (March), 5-18.
Moderately retarded and trainable MRs need a sheltered environment both in workshops and in living arrangements with the leadership of understanding, "nurturant" persons. The article describes the necessary characteristics of programs which fulfill the needs of the MRs.

510.
"Camphill Village, U.S.A. in Copake, N.Y.," Digest of the Mentally Retarded, 1964, 1, 110-114.
The "Camphill Movement" is a community care concept in which MR villagers live and work alongside counsellors, teachers, and helpers who participate in the community plan as a way of life. These helpers serve without salaries because of their devotion to the cause. This unique program provides a sheltered situation for MRs without neglecting a community and home life.

511.
Caniff, C.E.; Mathis, B.C.; Pomp, H.C.; and Ellwood, P., Jr. "Rehabilitation Facilities and Social Trends," Journal of Rehabilitation, 1964, 30(3), 16-17, 73.
The facilities represented by the Association of Rehabilitation Centers (ARC) range from cardiac work classification clinics to comprehensive centers providing a variety of rehabilitation services. These facilities may emphasize medical, psychosocial, or vocational aspects of rehabilitation. This article points out that the emphasis on technologically unemployed and the mentally retarded has created an increased demand for rehabilitation efforts.

512.
Capobianco, R.J. and Jacoby, H.B. "The Fairfax Plan: A High School Program for Mildly Retarded Youth," Mental Retardation, 1966, 4(3), 15-20.
A 3-year high school program in Virginia provides a habitation program for EMR males and females who have an IQ between 60-85 and are 15-17 years old. The program is integrated into the regular high schools which helps in both the social and emotional needs of the EMRs. The program includes an intensive 2-hour academic program, extensive pre-vocational training in shop or home economics, and a 1-hour reading course. Physical education and lunch periods are integrated with regular students. The second year is similar with an up-grading of training. The third year involves job training with the students on full-day work schedules. The purpose of the plan is to prepare students for service and blue-collar occupations.

513.
Carroll, H.L. "Work Study Program--A Positive Approach for Slow Learners," Digest of the Mentally Retarded, 1967, 4(1), 13-17.
The work-study program of the Dayton, Ohio public school system, which consists of 96 units and 1,800 students, is reviewed. Noted gains, organization, and encountered problems in the programs are outlined. Trends in today's work-study programs are also discussed.

514.
Cawley, Iris. "Transformation for the Mentally Handicapped," Lanset, 1971, 2(7719), 321-322.
Letter commenting on an editorial previously published in Lancet. Letter suggests there is a gap in forward planning for the MR with increasing automation and unemployment making it more difficult to find the right jobs. If better planning isn't done, expensively educated but frustrated MRs will exist.

515.
Cegelka, W.J. and Tyler, J.L. "The Efficacy of Special Class Placement for the Mentally Retarded in Proper Perspective," Training School Bulletin, 1970, 67(1), 33-68.
This study discusses the issues and considerations related to the educational placement of EMRs. Should EMRs receive their basic education in regular classroom settings or in special classes designed to meet their needs is a question which has been debated for a long time.

516.
Chaffin, J.D. "Work Performance as an Influencing Factor In the Success or Non-success of a Retarded Employee," Project News (of the Parsons State Hospital and Training Center), 1968, 4(2), 7-13.
A positive correlation was demonstrated between the production rates of 20 MR high school graduates (mean IQ 64.95; mean chronological age 17.1 years) and employers' judgments of their job success. Modification of the production methods of 8 of these workers resulted in corresponding change in the employers' judgments of success. These findings suggest that routine follow-up studies and modification of production techniques by a counselor might improve the retardate's job success.

517.
Chambers, W.R. "Use of Social Competence Devices in Programs for the Mentally Retarded." In: Scheerenberger, R.C., ed. Training the Severely and Profoundly Mentally Retarded. (Mental Retardation in Illinois, Monograph Supplement #3). Springfield, Illinois: Department of Mental Health, 1967, 47-54.
The role of social competency devices in establishing programs for the MR is described in terms of their value in goal setting and evaluation relating to training activities. The empirical nature of these instruments may provide a valid and reliable basis for evaluating progress in programs designed to improve social functioning as well as for establishing appropriate training activities.

518.
Chigier, E. "Severely Retarded in Israel Benefit from Group Dynamics," Rehabilitation Record, 1968, 9(5), 13-15.
Group dynamic principles were used to rehabilitate 21 male institutionalized

MRs (CA 15-29 years, MA 3-7 years) for work in agriculture. The program began by creating group unity, and either a buddy approach or concrete examples were used to demonstrate that the group gives strength to its members. Then the group progressed to a group project in the institution and later to a sheltered working situation outside the institution picking oranges. The final step occurred when the group worked productively and received payment on a piecework basis. The subjects reached 40% of the productivity of trained agricultural workers in citrus groves. This program is aimed at maintenance of individuals rather than of cure.

519.
Chin, P.C. "The Habilitation of the Educable Mentally Retarded Through High School Work-Study Programs." In: Love, H.D., ed. Teaching the Educable Mentally Retarded. Berkely Calif.: McCutchan, 1968, Chapter 8, 291-312.
Training stations within a school should be used to provide MRs in pre-vocation programs (CA 13 to 16 years) with their first work experiences and to evaluate their abilities and identify deficiencies. At age 16, EMRs should be ready for vocational classes and should participate in a work-study program. On-the-job training experiences for EMRs are probably the most valuable and crucial aspect of their education. Work-study coordinators can locate training facilities through community cooperation. The classroom section of the program should include practical instruction such as home management, leisure time use, social skills, personal hygiene, and driver education. After 3 years in the vocational programs, students should be appropriately graduated.

520.
Clark, G.M. "A State-Wide School-Work Program for the Mentally Retarded," Mental Retardation (AAMD), 1967, 5(6), 7-10.
The Texas Cooperative Program is the first state-wide program for the habilitation of EMRs. Some of the problems encountered in the program are listed. Adequate information including legal implications (minimum wages and ages, hazardous occupations, union regulations), counseling and supervision, and financial expectations need to be given to possible employers and employees to provide a successful program.

521.
Clark, G.R.; Kivitz, M.S.; and Rosen, M. "From Custody to Independence: Report of a Rehabilitation Program for Retarded Adults at Elwyn Institute," Rehabilitation Record, 1970, 11(2), 10-122.
Two hundren EMRs were discharged from Elwyn Institute (Pennsylvania) in the last 5 years after participating in a rehabilitation project. None were readmitted. Participants had spent from 2 to 49 years in institutions. Vocational training, work experience, and socialization experiences counseling were some of the facets of the new program. A follow-up study of 65 persons who had been in the community 6 months to 5 years showed they were reliable unskilled and semi-skilled workers. They seemed to be coping well with everyday living such as paying bills and avoiding legal entanglements.

522.
Clavel, M. "An Experience in Work Placing," Sauvegarde de 1' Enfance, 1965, 20(1), 285-287.
Problems in the work placement of mental retardates arise in the following

areas: the difficulties of everyday life, the attitude and responsibilities of relatives, and especially the adjustment to working at a particular skill. It has been discovered that the TMR are quite capable of working, however, the problem lies in organizing the social and administrative conditions of the job. Placement of these individuals allows a large reinsertion of retardates into society.

523.
Cobb, H.V. and Epir, S. "Predictive Studies of Vocational Adjustment," In: American Rehabilitation Counseling Association. New Vocational Pathways for the Mentally Retarded (symposium). Di Michael, S.G., ed. Washington, D.C.: American Personnel and Guidance Association, 1966, Chapter 1, 5-19.
Though more and more is being discovered about the relationships between predictors and criteria of rehabilitation of MR, one cannot say how well the use of statistical procedures will help the counselor in making decisions regarding the individual client. Vocational rehabilitation must be client-oriented and should involve a multidisciplinary approach. One thing which should be avoided is subjecting the client and his needs to the use of "selection-ratios" and "cutting scores" which do not reflect all facets and characteristics of the client.

524.
Cohen, J.E. "Vocational Rehabilitation of the Mentally Retarded," Pediatric Clinics of North America, 1968, 15(4), 1017-1028.
It is the responsibility of all professionals on the health care team to understand the potential of the MR for useful occupations and to establish a meaningful vocational rehabilitation for each individual. Lack of early stimulation and environmental experiences accounts for significant numbers of MRs who have been unrecognized and mislabeled. Retardates are classified as: directly placeable, deferred placeable, sheltered employable, and self-care. The article discusses some important elements which should be a part of the training programs.

525.
Cohen, J.S. "Elements of Successful Work Education Programs." In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 43-46.
As our society becomes more mobile, changes in attitudes and concepts involving the MR are occurring more rapidly. More positive attitudes are developing toward the hiring of mentally and physically handicapped. Programming for the MR today rests on the belief in the dignity of man and his work on all functional levels. Since increasing emphasis is placed on getting the disabled back into society, training programs should center around development of general skills and personality traits suitable for many areas of work.

526.
Cohen, J.S. "Problems in the Placement of Retarded Youth-Terminal Aspects of Program." In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 50-54.
Placement serves as the ultimate criterion of vocational training programs for the disabled. Any program concerned with placement deals with graduates of special education who can work in competitive industry and graduates of special education who need further training before placement

in competitive employment. All agencies and sources for job opportunities should be consulted. Although automation has decreased thenumber of unskilled and semiskilled jobs, service occupations are still available. Recent studies of employer attitudes show a willingness to hire the disabled. In placing an MR it is suggested the counselor refrain from using the term "MR" as it does decrease the possibility for hiring.

527.
Cohen, J.S. "The Retarded in the Work World." In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 3-7.
Social adjustment for the adult MR is defined as the "degree to which the individual is able to maintain himself independently in the community and in gainful employment, as well as his ability to meet and conform to other personal and social responsibilities and standards set by the community." Vocational Rehabilitation Acts further strengthened this view of making the MR independent. With this in mind, recommendations were made that: (1) schools prepare the MR for work in society; (2) training programs emphasize general rather than specific skills; (3) school programs remain open to the retardate who may not be docile in the classroom because of qualities not suitable for the work world; and (4) workshops be recognized as important adjuncts to the school program.

528.
Cohen, J.S. "The Sheltered Workshop," Mental Retardation Abstracts, 1966, 3(3), 163-169.
An overview of the sheltered workshop programs designed for the vocational habilitation and rehabilitation of MR individuals is presented. The purpose of the sheltered workshop is to help mentally handicapped persons achieve maximum self-realization through active participation in a work-oriented program. Recently, steps have been taken towards developing a basis for accrediting workshops. Another trend is to train professional people in the area of vocational rehabilitation.

529.
Cohen, W.J. and Babington, W.K. "Implications of 1965 Federal Legislation for Mental Retardation," Mental Retardation, 1965, 3(6), 3-6.
The implications of 1965 federal legislation relating to MR were discussed. Four major laws were presented. Vocational legislation was described as particularly relevant for the MR and included expansion of services, construction of rehabilitation facilities, workshop improvement, and additional research. This new legislation was described as providing the MR with many medical, educational, social, and vocational opportunities.

530.
Cole, N. "The Role of the Special Class Teacher in School-Work Experience Programs." In Ayres, G.E., ed. Symposium on Habilitating the Mentally Retarded (Held at Mankato State College, Mankato, Minnesota, February 11, 1967). Mankato, Minnesota: Mankato State College, 1967, 29-29.
This chapter describes the requirements for being a good special class teacher. Basic elements of the habilitation program are community job placement, the manufacture of useful products by academically and mentally students, the provision of practical information on jobs, and a highly sophisticated educational program based on individualized instruction.

531.
Collins, H.A. "Counseling the Mentally Retarded: Factors in Predicting Success," Journal of Rehabilitation, 1966, 32(1), 45-46.
Stresses of family, school, and post-school adjustments were considered as they affect the later work success of the MR individual. Parents should be given counseling to aid them in helping their MR child toward independence. The school is considered the best place for an MR to learn the expectations of society and to prepare for a role in society. The criterion of educational success was seen as the adequacy of the social and vocational adjustment achieved by the MR in adulthood. Vocational success was viewed as a function of the experiences of independence.

532.
"Conclusions of the International Seminar on Sheltered Employment," Journal of Rehabilitation in Asia, 1965, 6(4), 15-17.
The International Seminar arrived at 34 conclusions with regard to sheltered employment. They were grouped under 6 comprehensive headings. The first was aims and principles of sheltered employment; the second was responsibilities for sheltered employment; third included types of sheltered employment; the fourth consisted of production, business operations, and marketing; the fifth was management and staff requirements; and finally the conditions of work were considered.

533.
Converse, H. "A Joint Undertaking: A Hospital and Community Workshop Working Together," Hospital News of the Parsons State Hospital and Training Center, 1967, 3(2), 18-22.
A sheltered workshop for training and demonstration purposes was established at the Parsons State Hospital to supplement the nearby community workshop. Its major orientation, in addition to the rehabilitation of the patient was experimental while the community workshop orientation was profit. Both shops were concerned with the training and evaluation of patients; the hospital shop was concerned with the patients' social and personal adjustment, assessment of vocational competency, work capacity, and competency assessment. The community shop was concerned with job training, and a psychological and work evaluation.

534.
Cooper, G.D.; York, M.W.; Daston, P.G.; and Adams, H.B. "The Porteous Test and Various Measures of Intelligence with Southern Negro-Adolescents," American Journal of Mental Deficiency, 1967, 71(5), 787-792.
Behavior observations and an extensive literature review suggested that present methods of classification of MR produce misleading and erroneous results when applied to southern Negro adolescents. A variety of tests were used to compare subjects behaviorally nonretarded with those judged behaviorally retarded. Of all the tests used, the Porteous Maze tests perfectly discriminated the behaviorally nonretarded from behaviorally retarded subjects. Some implications of these findings are discussed in the article.

535.
Cooper, N.E. "Workd Needs and Problems in Vocational Rehabilitation," International Rehabilitation Review, 1968, 29(3), 14-15.
The International Labor Office is concerned with the development of human resources in the world, and voational rehabilitation in developing countries

has been an important goal. Eighty projects have been started, will be starting soon, or have been completed. Employment of the disabled and the mentally handicapped is an enormous problem in undeveloped countries. More employment facilities are desperately needed in these countries.

536.
Cortzaao, A.D. "An Analysis of Activity Programs for Mentally Retarded Adults," Mental Retardation, 1968 (Dec), Vol. 6(6), 31-34.
Reports on a 1968 nation-wide study examining the current status of activity programs for mentally retarded adults in which a need for such programs is revealed. Recommendations for their future programming are made. However, evaluation procedures for admission were found inadequate.

537.
Corvin, G. "Tell Him," Part II, Journal for Special Educators of the Mentally Retarded, 1971, 7(2), 115-118.
In the sheltered workshops for retarded trainees, counselors are assigned to trainees. A relationship should develop whereby the trainee is not afraid to discuss anything with the counselor. The counselor can aid in making the trainee more self-reliant and self-aware; and also less anxious and depressed.

538.
Criukshank, W.H., "Mental Retardation: An Overview," Proceedings of a Conference on Nutrition and Mental Retardation. Springer, N.S., editor. Ann Arbor, Michigan, University of Michigan Publications Distribution Service, 1971,3-11.
MR-Defined as anything that may negatively affect intellectual function and cause an incurable deviation in growth and development. Profound retardation - IQ (0-25), severe retardation, IQ (25-40), trainable, IQ (40-60), Educable, IQ (60-80), slow learners, IQ (80-low 90's).
Mental retardation is a problem which affects all facets of life -- social and vocational. Determinants of MR come from genetic and environmental factors plus the mental apathy arising from chronic unemployment. Nutritional, neurological, and motor problems can affect a person's IQ.

539.
Cromwell, R.L. "Success--Failure Reactions in Mentally Retarded Children." In: Zubin, J., and Jervis, G.A., eds. Psychopathology of Mental Development. New York: Grune & Stratton, 1967, Chapter 19, 345-356.
Studies based on the application of Rotter's social learning theory to MR emphasize that an evaluation of the developmental level of success-failure conceptualization of EMRs and TMRs is necessary in order to understand their personality dynamics and educative processes. A study was conducted which compared these success-failure reactions of MRs with normals. The results are explained in the article.

540.
Crosson, J.E. "The Experimental Analysis of Vocational Behavior in Severely Retarded Males," Dissertation Abstract, 1967, 27A(10), 3304-3305.
A vocational training study on severely retarded, residential school patients was conducted. Twenty-two subjects were randomly assigned to experimental (token reinforcement based on performance) and control (low, but constant social reinforcement) groups. The experimental group maintained higher and more stable vocational behavior rates than did the control group.

541.
Crow, W. "The Role of the Vocational Adjustment Coordinator in School-Work Experience Program," In: Ayres, G.E., ed. Symposium on Habilitating the Mentally Retarded. Mankato, Minnesota: Mankato State College, 1967, 40-43.
The role of the vocational adjustment counselor (VAC) varies with each work-experience program because of differences in communities, the professional backgrounds of VACs, and the individuals with whom the VACS work. In order to be eligible for VAC services a student must have a physical or mental disability which constitutes a vocational handicap and there must be some expectation that the services will be beneficial and enable the student to be employable.

542.
Crump, W.A. and Harry, W.M. "Foster Homes Help Mentally Retarded," Rehabilitation Record, 1964, 5, 23-25.
A program designed by the Georgia Bureau of Vocational Rehabilitation to avail MR adults from outlying Georgia communities of the services of the Atlanta Goodwill Industries was described. The major innovation was the use of foster homes which would provide both housing and social training during the vocational training period. Observations revealed the program to be quite successful.

543.
Curry, H. "Phonics and the Trainable Child," Pointer, 1966, 10(2), 52-53.
Methods for teaching TMRs to read via the phonetic approach are discussed. Through intensive preparation and motivation all the sense modalities are utilized.

544.
Daly, F.M. "The Program for Trainable Mentally Retarded Pupils in the Public Schools of California." Education and Training of the Mentally Retarded, 1966, 1(3), 109-118.
California's public schools educational programs for TMRs are presented. Six areas regarding the program are discussed. Curriculum goals are to develop and to equip the pupil with skills which help him gain some mastery over environment. Examples of curriculum units and problems encountered are included.

545.
Daniels, L.K., and Stewart, J.A. "Mentally Retarded Adults' Perceptions of Self and Parent Related to Their Vocational Adjustment," Training School Bulletin, 1970, 66(4), 164-71.
Personnel engaged in the rehabilitation of the MR are interested in the self concept as a determiner of general adjustment and also vocational adjustment. The study tested subjects for the inter-relationship of parent-child relations in the formation of self concept. One result of the study suggested a strong relationship between intelligence and work performance. The authors think this relationship should be further researched. The major contribution of the study was the development and standardization of a vocational adjustment rating scale for MR males.

546.
Davies, F. "The Training Centre, IV, Co-ordinating Social and Industrial Training in an Adult Training Centre," Journal of Mental Subnormality, 1966,

12(23), 92-98.
Satisfying the training needs of the TMR requires more than the mechanical working through of a program. The successful program incorporates social relationships, personal welfare, and happiness, learning by imitation and repetition, and a good balance of teaching aids.

547.
Davis, W.M.; Ribbans, E.C.; and Rickert, D.C. "A Cooperative School-Division of Vocational Rehabilitation Work Training Project." In: Council for Exceptional Children. New Frontiers in Special Education. Washington, D.C.: Council for Exceptional Children, no date, 44-49.
A 2-year program for junior and senior high school retarded students which utilized work experience as the core of the curriculum was described. Junior high students were assigned in-school work experiences but in the senior high students were assigned to out-of-school placements for 2 to 3 hours per day. The program also included academic skills, assistance in job-finding, vocational counseling, and social counseling.

548.
Daws, P.P. "Employment Prospects of Backward Children," Forward Trends, 1966, 10(3), 129-134.
The backward child is disadvantaged in facing his occupational future by a more narrow range of jobs--unskilled or semi-skilled--and by his slowness to learn. Pride in the achievement and exercise of a skill is related to the effort required to master it and great satisfaction may come to the backward in a job which would be most boring to one of normal ability. This author is optimistic about the employment future of MRs in Britain. Some of the reasons he expresses are manpower shortages, greater training programs, and a realization that individuals differ more in their rates of learning than in their educability limits.

549.
Dean, R. "Vocational Rehabilitation Training Center," Journal of Rehabilitation in Asia, 1964, 5(4), 11-12.
The central principle of all rehabilitation centers is that rehabilitation is bringing together the skills of several groups and professions into a planned program of services in a specialized institution called a rehabilitation center. The disabled person's need for such a center is dependent upon: (1) nature and severity of the disability, (2) problems in home, community and occupational life, and (3) availability of medical and training resources in the community. The center functions in evaluating the work potential of a disabled person, providing trials in realistic work situations, building gradual tolerance for work and providing a means of training in a job which is suitable to the abilities and disabilities of the client.

550.
Deno, E. "Vocational Preparation of the Retarded During School Years." In: American Rehabilitation Counseling Association. New Vocational Pathways for the Mentally Retarded (Symposium). Di Michael, S.G., ed. Washington, D.C.: American Personnel and Guidance Association, 1966, Chapter 2, 20-29.
This article discusses a research and demonstration project which was designed to explore the realization of rehabilitation goals through a high school occupational training program. In the course of the article

the many implications obtained from the research project are discussed. An example of this is the knowledge that personal-social adjustment training should receive increased attention in the vocational training programs for the retarded.

551.
Deno, E. "Work Assessment of Secondary Youth in the Minneapolis School Project." In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 7-11.
The vocational rehabilitation program for the MR in Minneapolis aims for individual self-sufficiency through assessment of how this self-sufficiency can be improved. At a suitable time in a child's development, the pupil is transferred from the special education classes to vocational training classes. Evaluation, placement, flexibility, and counseling further the aim of maximum self-sufficiency. Finding of this project indicated that: (1) the program can be adapted for those with above 80IQ who experienced educational work-adjustment disability; (2) individual intelligence variation needs continual assessment for adequate planning; (3) academic achievement rather than IQ should be the criterion for regular class placement; (4) measurement of strengths should be based on endurance rather than initial maximum abilities; (5) social finesse should place high on program aims; and (6) training in specific skills is as valuable a program ingredient as training in general work attitudes and personal adjustment.

552.
Dettenheim, E.N. "The Monetary System," Mental Retardation/MR, 1969, 7(1), 54-56.
Thirteen girls and 14 boys (CA 13-17; IQ 48-75; MA 8-12) who were ready for prevocational training participated in a program which provided them with concrete, practical experiences which included handling and using money, living in cottages, and relative freedom. The program was designed so that subjects experienced the same basic financial benefits and demands as persons in the community. They had to locate and obtain employment for which they were paid at community rates. The program stimulated rapid social maturity and a desire to learn through practical experiences. Behavior and discipline problems were minimal.

553.
Dexter, L.A. "A Social Structure Interpretation of the History of Concern About 'Mild' Retardation." Paper Presented At The 91st Annual Meeting of the American Association on Mental Deficiency, Denver, Colorado, May 15-20, 1967, 7 p.
A theoretical and historical discussion of why retardation is a problem is presented through a structural rather than cultural approach. Since 1950, retardation has been a matter of national concern. Schooling and education are now the means by which the young are stratified, other bases having disappeared. Hope for changes in the margins of social structure are given probability.

554.
Dick, F. "The Sylvania Work-Study Program: A School Administrator's Point of View." In: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio: Superintendent of Public Instruction, Ohio Department of Education, 1965, 55-58.
The administrative aspects of a recently created work-study program for the EMR in Sylvania, Ohio city schools were presented. Financial support

from the state has met the costs of the program and adequate transportation for the students. It has been found that counseling services for the EMRs should continue throughout the summer.

555.
Dickens, B. "An Experiment in Personal Development and Employment of Mentally Retarded Youth in a Rural Setting--Regionalization of Services and Total Care." In: Australian Council for Rehabilitation of Disabled. Handicapped Youth: Preparation for Life and Work. Sydney, New South Wales, Australia, 1969, 259-266. (National Rehabilitation Conference Proceedings, May, 1969).
The regionalized program seeks to provide total care for life for the MR by making available a continuum of services to meet the special needs of the retardates and their families. Centers should be designed to cope with educational facilities residential accommodations, sheltered workshops, and sheltered farm facilities. There is an effort to integrate these organizations into the community.

556.
DiMichael, S.G. "Are Jobs for the Retarded Increasing?," Mental Retardation (AAMD), 1967, 5(4), 40-41.
Job opportunities for the MR are increasing with a need for better training programs. It is a fallacy to regard the retardate as second-best to normals in competition for jobs. Automation can result in the retraining of normal workers and increasing the availability of new jobs for all workers, Hospital and institutional jobs, mailing department jobs, and small assembly-line production all present job frontiers. Service occupations expect a 20% increase between 1960 and 1970.

557.
Dinger, J.C. "Educational and Psychological Standard for Work-Study Programs for Secondary Mentally Retarded Pupils." In: Council for Exceptional Children. New Frontiers in Special Education. Selected papers from the 43rd Annual CEC Convention, Portland, Oregon, April 20-24, 1965. Washington, D.C.: Council for Exceptional Children, No Date, 50-53.
Educational and psychological standars for work-study programs were evaluated in a job analysis study. One hundred former pupils were interviewed. Nearly all were well established, and had held viable employment for several years. The analysis revealed that: (1) 30% of the jobs held required no reading and the remainder demanded only second and third grade reading ability; (2) 95% of the jobs required only fourth grade arithmetic skills; (3) 70% required no writing. It was recommended that the curriculum in special classes should be concentrated more on the development of social skills and less on the more formal training now being taught.

558.
Dinniss, P.E. "Taranaki Opportunity Workshop Developments," Intellectually Handicapped Child, 1970-71, 10(1), 13-17.
The opportunity Workshop in Taranaki, New Zealand is devoted to teaching vocational skills and self-care (social training). Sixty per cent of the trainee's 35-hour week is spent in contract work for pay. The other 40% of his time consists of social training. In the future, it is planned to dedicate greater attention to the needs of trainees who are distractible and lack attention control.

559.
Doleshal, L.L. Jr. and Jackson, J.L. "Evaluation and Follow-Up Study of the Texas Cooperative School Program," Rehabilitation Literature, 1970, 31(9), 268-269.

Follow-up study of 342 MRs who completed a vocational-adjustment program conducted by the Texas Division of Special Education showed that 131 attained full-employment. The course program included vocational diagnosis by trained counselors and successful completion of a full-time job obtained for the retardate through community cooperation. Annual number of graduates is 1800 from the 150 participating school districts. Advancement in employment and earnings has been obtained by many of the MRs who completed the program.

560.
Dolnick, M.M. "Sheltered Workshop Programs in the Netherlands," Rehabilitation Record, 1971, 12(2), 35-38.

Social workshop program in Holland has the cooperation of the central government, labor unions, and industry. The sheltered workshop is based on the 1969 Employment Act which provides for 180 social workshops employing 44,000 persons. Concept is that the government is responsible for creating sufficienct employment for every citizen. Employment eligibility requirements include: 1. the ability to do productive work at 1/3 the rate of a normal worker; 2. age less than 65; 3. Dutch citizenship. Every year about 6% of the workshops population is able to leave and get employment in a regular industry. The program has been quite successful in providing employment to all persons.

561.
Dowie, D.A. "The Handicapped Learner--A Major Problem in a Vocational Rehabilitation Centre," Rehabilitation in Australia, 1968, 5(4), 6-9.

The slow learner, overlooked by academic and vocational educators and unable to find employment needs the rehabilitation services of a special industrial training unit. Australia care for handicapped learners until age 20. These persons are enrolled in structured training institutions. In addition,.efforts are made to uncover and correct medical and psychological problems. At the present special industrial classes would be an innovation to supplement existing sheltered workshops.

562.
Doyle, Patrick, J. "New Horizons in Rehabilitation of the Mentally Ill and Retarded," Journal of Rehabilitation, 1965, 31(1), 14-15, 70-71.

The activities of the U.S. Vocational Rehabilitation Administration were summarized. Since 1963, some important pieces of legislation concerning vocational rehabilitation have been passed. A description of this legislation is provided.

563.
Doyle, P.J. "Rehabilitation of the Mentally Retarded," Southern Medical Journal, 1965, 58(10), 1226-1228.

This article discussed the diagnosis, vocational education, rehabilitation, and employment of the MR. When a child reaches adolescence, the district vocational rehabilitation office can begin training the EMR for vocational employment. The Vocational Rehabilitation Administration has stated that of the 5900 MRs accepted for rehabilitation in 1963, 40% earned $40 or more

per week after training. With the help of parents, physicians, and vocational counselors, the EMR can be properly assessed for potential in order to ensure proper vocational training for the adolescent.

564.
Dunn, D.J. "Work and Behavior Change," Journal of Rehabilitation, 1971, 37(4), 22-25.
The effectiveness of work in producing behavior change is discussed. Work approaches to behavior change rely upon client involvement and experiences in a specific setting. The 3 modes of behavior change are: 1. identification- Person learns to imitate behavior patterns based on contact with a model behavior; 2. kinesthetic experience - this is the acquiring of job proficiency through experience and the self-esteem that comes with job competency; 3. mystical experience - behavior change which is not attibutable to specific activities. This type is rare in work adjustment programs and is often associated with religion. One drawback of the program is that inappropriate can also be modeled.

565.
Durbin, M.L. "Peg Board Drills for the Trainable," Pointer, 1966, 10(2), 55-56.
Peg board activities to develop visual discrimination, eye-hand coordination, and manipulative abilities in TMR are presented. Examples of drills to enable the child to see likenesses and differences, and pattern completion and duplication drills are given.

566.
Durojaiye, M.O. "Occupational Choice and Attainment of ESN Schoolleavers," Educational Research, 1970, 13(1), 36-43.
Comparison of 60 EMR adolescents from special schools with 60 EMRs from special classes in ordinary schools and 60 normals in secondary schools. Showed many EMRs made vocational choices as realistic as those of normals. Characteristics of EMRs: Low socioeconomic background, IQ (Weschler 50-75), and 2½ years behind in reading and arithmetic. Tendency was to choose manual, unskilled jobs but IQ didn't appear to influence the choice. Made suitable choices in relation to job availability. Results showed considerable correlation between job choice and job attainment.

567.
Durojaiye, M.O. "Occupational Choice and Special Education of Educationally Subnormal Children," British Journal of Educational Psychology, 1969, 39(1), 89-90.
The authors' study revealed that EMRs attending special schools select unskilled jobs for occupational choice than do EMRs in special classes in ordinary schools and non-EMRs in ordinary schools in each age group (8-10, 11-13, 14-16 years) and for both sexes. A follow-up study of 120 pupils showed close agreement between jobs held after school and choices made in school. It is suggested this factor can be explained by the employment-oriented curriculum of special schools. Secondary schools with special classes don't have this emphasis.

568.
Dutton, G. "The Mentally Subnormal and the Hospital," Journal of Mental Sub-Normality, 1963, 9, 34-41.
It was suggested that subnormals have been sent to hospitals to satisfy

the conscious of parents and not because the hospital is the "better" place. Since MRs do not reach full maturity until age 30, the article suggested continued academic education after age 16. Also patients capable of employment should be employed and paid by the hospital. Suggestions formaking hospital care better are presented.

569.
Dybwad, G. "Aims of Sheltered Employment." In: International League of Societies for the Mentally Handicapped. Symposium on Sheltered Employment: Frankfurt 10-12 February 1966. Heering, A.H., Chrm. Bruxelles, Belgium, 1967, 7-8.
The aims of sheltered employment for the MR must be developed within the framework of basic international agreements which strive to safeguard the individual's dignity and personality development and assure him the right to social security and the right to work. Sheltered employment should operate in conjunction with other community services to provide rehabilitation programs which will establish the MR as a waking adult member of society.

570.
Dybwad, R., and Dybwad, G. "Mental Retardation: A Look At Its International Rehabilitation Aspects," International Rehabilitation Review, 1968, 19(2), 6-8.
International activities in MR rehabilitation such as pre-vocational public school programs, "work-study" programs, government employment of MRs, sheltered workshops where the profoundly MR can work on regular schedules, and many other programs have achieved public acceptance of the MR adult's potential.

571.
Early, D.F. and Magnus, R.V. "Industrial Therapy Organization (Bristol) 1960-65," British Journal of Psychiatry, 1968, 114(508), 335-336.
Employment training referrals made during a 6-year period to Industrial (ITO) (Bristol) Limited totaled 605. Characterizations of these referrals are made in the article. Types of persons most successful in finding and keeping employment are described. The goal of ITO is to return the referrals to the community as useful citizens.

572.
Eddy. J. "High Rate of Employment Amongst Special School Leavers in North Ayrshire," Special Education, 1963, 52(3), 12.
The present employment status of 68 MH and PH leavers of Park School, Kilmarnock, Scotland, was discussed. MH people were ones with an IQ range between 35 and 81 and the PH leavers had IQs between 50 and 110. Results revealed that 62.3% of the group were employed as compared with 7.3% unemployed.

573.
Edmonson, B.; Henry, L.; DeJung, J.E.; and Leach, E.M. "Increasing Social Cue Interpretations (Visual Decoding) By Retarded Adolescents Through Training," American Journal of Mental Deficiency, 1967, 71(6), 1017-1024.

A curricular unit, designed to illustrate for the retarded the cultural modes of information exchange via signals, was given trial at junior high school prevocational level in special education classes. Gains in social signal decoding, as measured by the Test of Social Inference, by pupils in experimental classes exceeded those by pupils in placebo classes and in a no treatment group.

574.
Elkin, L. "Predicting Productivity of Trainable Retardates on Experimental Workshop Tasks," American Journal of Mental Deficiency, 1967, 71(4), 576-580.

Employability of MRs was examined by objectifying job success and work sample criteria and predicting job potentials of TMRs. The mean Stanford-Binet IQs were 34.7for 30 males and 33.8 for 28 females. Subjects were given experimental tasks conducted under typical shop conditions from which productivity scores were obtained. Eighteen measures of intellectual function, psychomotor and vocational ability, and biographical facts were obtained individually. Significantly high relation was found between intellectual, psychomotor, work sample, and social successes on the measures and the productivity score. Superior male workers were older and longer residents. No signiticant sex difference was found. Although a number of variables were predictive, no predictor was found to be significantly superior to the others.

575.
"Employment of the Mentally Handicapped (Retarded)," Journal of Rehabilitation in Asia, 1971, 12(2), 36.

Employers involved in the Institute of Industrial Launderers' three-year training program for MR workers have given their retarded employees high marks for safety, attendance, and the ability to accept repetitive work. Quantity and quality of production were rated high in 57% of them. Other industrial employers who were surveyed similarly rated the work records of their retarded employees as comparable to those of other nonretarded workers on the job.

576.
Eskridge, C. "An Approach Through Special Education and Vocational Rehabilitation in Preparing Educable Retarded Youth for Work." In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 11-14.

Vocational rehabilitation under the auspices of the Texas Education Agency aims at independence and social adjustment for the EMR by suiting training to the individual rather than suiting the individual to regular public school training. The program pace for each EMR is individually set instead of following prescribed general norms. Because funds for the program come from state, federal, vocational rehabilitation, and local school distric contributions, there are several provisions the program must fulfill. These are listed in the article.

577.
Eskridge, C.S. and Partidge, D.L. "Vocational Rehabilitation for Exceptional Children Through Special Education," Exceptional Children, 1963, 29, 452-458.

A description of the progress and development of a sequential program for educable mentally retarded in the State Of Texas from its inception in

1951 to the present was reviewed. Success of the entire program was cited in terms of accomplishments and gains in receiving a larger number of clients at an earlier age with previous vocational and skill orientation.

578.
"Farm Training Programs," Mental Retardation, 1970, 20(2), 26-27.
Farm training centers can improve the quality of life for the handicapped and offer an alternative type of work and living accommodations. Article lists farm training programs available for MRs in Canada.

579.
Farrall, K McD. "Problems of Work Placement for the Mentally Deficient," Australian Journal of Mental Retardation, 1970, 1(1), 27-29.
In Victoria, Australia district officers have set up an organizational network to assess the qualifications of MRs and to place them in jobs. On many occasions employment officers have informed employers that an MR could be employed in a particular situation if there were some minor modifications in machinery and working conditions. If the handicapped individual is efficient, reliable, and capable, he can probably be matched with little difficulty to a firm seeking workers with these qualifications. In order to prepare an MR for this type of presentation, their school work should be vocationally oriented and one year prior to their last year in school professional evaluations of the MRs should be conducted. This evaluation could be utilized in making the last year of training even more effective for the MR.

580.
Feintuch, A. "Adolescent Work Adjustment Center," Canada's Mental Health, 1963, 11, 9-11.
The rationale for expanding a sheltered workshop to include the mentally retarded and the emotionally disturbed was presented. This new branch to the existing shop was designed to serve approximately 10 clients at a time. The major criterion was to include only those who could be expected to move into regular industry in about 9 months. The largest group served by this branch were the MR adolescents.

581.
Feldman, Lloyd, "Retardation, Poverty, and Jobs," Manpower, 1969, 1(8), 30-32.
A New York City survey of 400 MRs shows a close relationship between poverty and retardation. All had completed classes in the city's special education program. After leaving school, more than 60% of the MRs did not take advantage of the services of the State Division of Vocational Rehabilitation (Many did not know facilities existed). Although 60% of the males had competitive jobs, their pay was low and their potential for advancement was very low. Only 30% of the women were employed. Part of this is due to family protection and many of the occupations available to MRs are more likely to hire men. This study showed that the public schools and manpower services need to form a closer cooperative link.

582.
Feldman, R.C. and Mordock, J.B. "Cognitive Process Approach to Evaluating Vocational Potential in the Retarded and Emotionally Disturbed: Part II." Rehabilitation Counseling Bulletin, 1969, 12(4), 195-203.
The Devreaux Cognitive Process Study was developed to assess concept

formation, deduction, reasoning, decision-making, and other cognitive processes in variegated populations, including MR, from ages 6 years and older. This test is designed, among other things, to aid in determining vocational potential of the subjects. There is nothing in the article which discusses predictability of the test.

583.
Fendell, N. "Adult Education Classes in Sheltered Workshop," Rehabilitation Record, 1968, 9(1), 18-19.
Clients in the Manchester Sheltered Workshop (Connecticut) have benefited from adult education classes geared to workshop activities. The workshop requirements suggest to special education teachers the types of lessons which will most likely aid the MR in social and job adjustment.

584.
Fendell, N. "Adult Education in the Sheltered Workshop--A New Dimension," Digest of the Mentally Retarded, 1968-69, 5(2), 116-118.
It has been found that it is much cheaper to train an MR to live in the community than it is to keep him in an institution. A combination of adult education and workshop training at the Manchester Sheltered Workshop (Connecticut) has proved that such a program is not only feasible but more satisfactory for MRs and their families.

585.
Fendell, N. "Dining Club for Senior Citizens and Retardates," Rehabilitation Record, 1970, 11(4), 26-27.
A Dining Club in Manchester, Conn., was set up as a work-study program for retardates and to feed 100 elderly people one nutritious meal per week. TMRs (IQ below 50) who cannot compete in industry are trained in preparing and serving meals. Trainees learn preparation of vegetables and salads, equipment maintenance, personal hygiene, and various food-service skills.

586.
Fendell, N. "Foster Grandparents Join the Rehabilitation Team," Digest of Mentally Retarded, 1968, 4(2), 110-113.
The sheltered workshop in Manchester, Conn., is a participant in the foster grandparent program sponsored by the Department of HEW and designed to raise the living standards of elderly persons. This program helps both the elderly and the MRs. In becoming foster grandparents, older persons provide a 1:1 relationship for the MRs in the workshop, and earn a needed income for themselves.

587.
Fendell, N. "Team Work Experience for the Mentally Retarded," Rehabilitation Literature, 1970, 31(11), 330-332.
Segments of the retarded school population needing vocational training are not being provided within present work-study programs can be vocationally trained through team work-experience in the community. Teams are composed of 5 persons and an instructor. Activities are composed of training in lawn care, agricultural work, food service operations, and car washing. Teamwork encourages competition among members in the same ability range and assures thorough instruction. Although the program equips MRs with skills applicable in competitive employment, the primary goal is to help the MR adjust to independent living.

588.
Fenton, J.; Thompson, M.M.; and Rose, F. "Employment Opportunities for the Mentally Retarded in Government Agencies." In: Richards, B.W., ed. Proceedings for the First Congress of the International Association for the Scientific Study of Mental Deficiency (held September 12-20, 1967, Montpelier, France). Surrey, England: Michael Jackson Publishing, 1968, 166-176.

A review of the U.S. federal and New York state Civil Service Systems showed that there are many jobs and job titles that are potentially appropriate for the MR. These jobs are repetitive and simple ones in the skilled and semiskilled categories where there is a high rate of turnover. According to this article, a strong commitment by governments and a strong educational program to erase misconceptions about the MR can lead to maximum job opportunities for the MR.

589.
Fenton, J. and Thompson, M.M. "The Process of Organizing a Program for the Employment of the Mentally Retarded in a State Civil Service System," Rehabilitation Literature, 1967, 28(1), 2-9.

The New York State Interdepartmental Health and Hospital Council's Committee on MR and 7 relevant state departments are responsible for installing a program to employ MRs in the state's civil service system. Methods, policies, and procedures are described from its inception to the present. Approximately 13,000 jobs are available now having 54 job titles in 19 state departments for MRs. Employing MRs is beneficial to all because working MRs contribute to social security thus keeping them off welfare benefits and out of tax-supported institutions. When trained MRs can be a source of stable manpower for jobs having a high turnover rate.

590.
Fergun, R.G. "The Marginally Competitively Employable." In: Ayers, G.E., editor. Program Developments in Mental Retardation and Vocational Rehabilitation. Washington, D.C.: American Association on Mental Deficiency, 1969, 54-64.

The Vocational Capacity Scale, representing physical mental, social, emotional, and vocational areas, evaluates and predicts vocational success in the marginally employable worker. Two of the 8 subtests carried the greatest weight. The first was Disc Assembly which measured motivation and the second was the Wells Concrete Directions test which measured ability to follow directions. Reports indicate that the Directions test has a high predictability for selecting potentially competitive employees from sheltered workshop operations.

591.
"Fiberglas Canad Ltd., and Staff of Ontario Hospital School, Orillia, Set Up Chair Production Industry," Mental Retardation, 1970, 20(4), 23.

A quality industrial sheltered workshop in which a specially designed chair can be produced by MR adults was set up. The environment chair was designed for institutionalized MR children. The chair rocks and rolls and is tip-proof.

592.
Flanders, B.H. "Educational and Social Training in the Sheltered Workshop." In: International League of Societies for the Mentally Handicapped. Symposium

on Sheltered Employment: Frankfurt 10-12 February 1966. Heering, A.H., Chrmn, Bruxelles, Belgium, 1967, 19-20.
In a sheltered workshop for MRs, it is necessary to provide social training as well as vocational preparation. The aim of any training should be to improve the functioning level of the individual in society. Besides workshop training the retardate needs training in work skills, desirable personality traits, and social graces. The total developmental needs of the MR person should be considered.

593.
Flanders, B. "Independence for the Dependent," Forward Trends, 1967, 2(2), 86-88.
The MR's degree of dependence is not directly related to his level of intelligence, and education's aims should not be totally influenced by what the IQ score indicates he can achieve. In order to help the MR become as independent as possible, training programs should be realistic and effective in terms of the social climate. Even leisure time should be directed toward developing the MR's interests in participation, sports which further the MR's social acceptability.

594.
Flanders, B.H. "Some Reflections on the Training of Subnormal Adults Arising Out of the Slough Project," Teaching and Training, 1965, 3(2), 35-42.
The Slough Project, financed and operated by the National Society for Mentally Handicapped Children with the assistance of the Buckinghamshire County Council, opened in 1962 to show that severely subnormals were capable of producing marketable goods on a reasonable economic scale. The main stages of the program included: (1) workshop training and social training within the center; (2) workshop and training outside the center; (3) preparation for open employment; (4) transfer to full paid work; and (5) return to the community.

595.
Ford, B.F. "Rehabilitation--The Broad View," Australian Children Limited, 1963, 1, 267-269.
A need for unifying services for all types of disabled Australians was discussed. At present there are existing gaps in services. A total rehabilitation program can do better if they consider their clients under two headings: low objective and high objective groups. High objective persons are potentially self-supporting and low objective persons are severely disabled and will always need help. Programs can be developed around these two criteria.

596.
Forsythe, J.S., and Weintraub, F.J. "The Vocational Education Amendments of 1968, Public Law 90-576," Exceptional Children, 1969, 35(9), 751-754.
The Vocational Education Amendments of 1968 provide special vocational education services for handicapped children who are unable to succeed in the regular vocational education classes. Among those covered by the amendment are the mentally retarded. The bill requires that at least 10% of each state's funds be used exclusively for vocational education for the handicapped. Planning is under way for more comprehensive services for the handicapped.

597.
Fownel, G. "The Mental Defective and His Profession," Revue d' Hygiene et de Medecine Sociale, 1970, 18(1), 25-30.
Professional choice does exist for the MR, but the choice is limited due to language and verbalization problems. MRs should be allowed to grow beyond the control of teachers and parents, so that they will pick vocations that are suited to their own interests. Also continued observations of the MR to determine deficiencies and inabilities can help the MR to ameliorate these weaknesses and to make more realistic choices of professions.

598.
Fraenkel, W.A. "Mental Retardation--Three Approaches Towards Rehabilitation," Digest of the Mentally Retarded, 1966, 3(1), 63-68.
Three cases are analyzed for pertinent factors to be considered in the rehabilitation of MRs. In establishing realistic services and programs the following must be considered: (1) proper identification, understanding and utilization of all positive attributes, potentials, and resources of an individual; (2) development of planned programs and services based on maximum goals; and (3) other factors, e.g., parental attitudes and self-concepts. Successful programs must be based on practical goals developed through the assessment of an individual.

599.
Fraenkel, W.A. "Starting a Sheltered Workshop," Journal of Rehabilitation, 1965, 31(1), 25-27.
Starting a sheltered workshop is a major undertaking; one which requires considerable forethought and planning. The necessary steps in this planning process are outlined in the article. A brief appendix is provided for the purpose of listing those agencies which might provide further assistance in the planning phase of a sheltered workshop.

600.
Frame, H.B.P. "Industrial Therapy in the Netherlands," Nursing Mirror, 1968, 127(11), 23-26.
The "Municipal Social Employment Scheme for Manual "Workers" was the basis for the organization of workshops for the MR, emotionally disturbed, and physically handicapped. The objective was to find adapted work for persons capable of doing manual work who cannot be placed in competitive employment. Eligible persons had to be under age 65, able to do productive work, and able to achieve at least 1/3 the minimum production expected in normal industry. MRs made up the greatest portion of the population in the workshops. Workshop employees worked 45 hours/week and received the same days off as in normal industry. Pay was based on quality and quantity of work, attitudes toward the environment and rules, and care of tools and machinery. Sheltered workshops provide a good setting for rehabilitation and a good place for employees who need a sheltered environment to work.

601.
Francis, M. "Special Vocational Schools for Teenagers," Slow Learning Child, 1965, 12(2), 104-112.
The vocational rehabilitation program at Metro Windsor, Ontario (Canada) aims to train adolescent EMRs for continuing gainful employment; develop attitudes of self-confidence and respect; and develop wholesome leisure-

time activities. Requirements for admission included persons aged 15 years or older, an IQ range of 65-90; and no major physical handicaps. Students spend three years in the program and spend their time evenly between classroom and shop or service industry training. At the time of writing the program could accommodate 500 boys and 300 girls.

602.
Frye, I.B.M. "Motivation and Training of Oligophrenic Children, Previously Untrainable," Tijdschrift Voor Zwakzinnigheid en Zwakzinnigenzoig, 1967, 4(3), 104-112.
A group of SMR children were given simple exercises daily to train motor ability. Methods used to motivate the children are given. Results indicate that real progress is possible for the SMR. All training should be individualized and should not be simply to enforce the cultural demands.

603.
Fuchigami, R.Y. and Sheperd, G. "Factors Affecting the Integration of Educable Mentally Retarded Students," Mental Retardation, (AAMD), 1968, 6(4), 18-22.
This article discusses factors which influence the integration of EMRs into regular classes. Some influential factors are higher intelligence, attractive appearance, pleasant personality, or special talents. The article stresses the need for integration in the elementary grades and the need for helping EMRs to develop rewarding friendships.

604.
Fudell, S.E. "Occupational Education Units for Mentally Retarded Adolescents," Dissertation Abstracts, 1964, 24, 2358.
This study was concerned with increasing the potentialities of secondary school educable mentally retarded students for success in the socioeconomic world. The investigation followed four sequential steps. Inferences from the study are discussed in the dissertation.

605.
Gage, R.M. and Wolfson, I.N. "Four Years of Experience with Day Work Program at Letchworth Village," American Journal of Mental Deficiency, 1963, 67, 563-568.
A program of day-work in communities for institutionalized MRs was described. Most of the work was performed around private homes and nursing homes. Women usually did housework and men performed work inside and outside the homes. The program enabled the institution to broaden and extend their training program into the community. Out of 376 patients involved in this program, 189 were placed in the community on permanent work assignments under the supervision of the social service department or were returned to their own families.

606.
Galazan, M.M. "Vocational Rehabilitation and Mental Retardation," In: Philips, I., ed. Prevention and Treatment of Mental Retardation. New York: Basic Books, 1966, Chapter 18, 294-307.
The successful vocational rehabilitation of MRs depends on (1) the diagnosing physician's knowledge, beliefs, and attitudes toward MR and vocational rehabilitation; (2) preparation for independent living provided by parents and teachers; (3) pre-vocational and vocational training; (4) a good job placement program; and (5) an adequate job maintenance program.

Sheltered workshops continue to be the best way to serve the employment needs of SMRs and to provide feelings of self-worth in and contribution to the community.

607.
Gambaro, S. and Schell, R.E. "Prediction of the Employability of Students in a Special Education Work-Training Program Using the Porteous Maze Test and a Rating Scale of Personal Effectiveness," Educational and Psychological Measurement, 1966, 26(4), 1021-1029.

The use of the Porteous Maze Test (PMT) as a predictor of employability among educationally handicapped adolescents is investigated as well as the predictive relationship between rated personal characteristics and employability. Results showed the PMT to be effective in determining employability.

608.
Gandhi, J.S., and Cheema, M. "A'Follow-Up' of the Mentally Retarded," Indian Journal of Mental Retardation, 1969, 2(2), 68-73.

A follow-up study on 13 MR boys between the ages of 13 and 23 years (IQ ranged from 40-75) who had left the Government Institute of Special Education in India was conducted to determine the boys' attitudes toward their occupations and their parents' attitudes toward the boys' occupations. A majority of the subjects obtained jobs and were earning money. However, their jobs were not very enterprising. The boys showed good adjustment to their jobs and revealed good attitudes toward their chosen occupations. A majority of the parents expressed at least partial or full satisfaction toward their son's occupations. The study suggests that more extensive research might reveal correlations between categorical age and earnings, categorical age and adjustment, mental age and output, and mental age and adjustment.

609.
Gardner, J.M. "In-Service Training in Institutions for the Mentally Retarded: An Annotated Bibliography," Mental Retardation Abstracts, 1967, 4(4), 563-569.

A 60-item bibliography is presented on attendant in-service training for personnel in institutions for the MR. It is hoped this bibliography will serve as a resource tool for workers and researchers in this field.

610.
Garrett, J.F. "Economic Benefits of Programmes for the Retarded," Programs for the Handicapped, 1971, 71(2), 1-8.

Study obtained data from three rehabilitation projects and found that the earnings-cost ratio for MRs was 4.65 to 1. The average for all types of persons in the rehabilitation projects was 3.58 to one. Only 9% of the MRs employed in the federal employment program have been taken out of the program due to their inability to perform and/or adjust socially. The projects have followed a very practical approach of directly educating, training, supplying vocational skills, and providing placement in jobs for the trainees. In 1945, only 106 MRs were rehabilitated, in 1969 the number was 27,762 due to Federal government involvement.

611.
Garrett, J.F. "Examples of Psychological Research in Rehabilitation," Rehabilitation in Australia, 1967, 4(5), 13-15.
Psychological research in rehabilitation in the U.S. is presently concerned with cognitive processes, differential psychology, learning, personality, and social-psychological theory. Examples of current research are cited to demonstrate the diversity of the investigations supported by the Vocational Rehabilitation Administration.

612.
Garrett, J.F. and Griffis, B.W. "The Economic Benefits of Rehabilitation for the Mentally Retarded," Welfare in Review, 1971, 9(2), 1-7.
Both federal and state training programs and placement programs show returns on funds spent on program research and administration. The human benefits and decreasing prejudice towards MRs represent even greater gains than the economic ones. Rehabilitation program costs estimates and statistics are presented in the study.

613.
Garrett, W.S. "The Warren Work-Study Program: A School Administrator's Point of View." In: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio, Superintendent of Public Instruction, Ohio Department of Education, 1965, 58-62.
The administrative features of a work-study program established in Warren, Ohio were discussed. In the 7th and 8th grades girls received training in home economics 10 hours per week and boys were trained in industrial arts. Grades 9 and 10 received at least half-time training in homemaking, horticulture, or production, construction, and men's service occupations. Qualified students in grades 11 and 12 participated in a half-day work, half-day school program. Wages for EMRs ranged from 75 cents to $1.25 per hour. Experience has shown that the work-study program is essential, but expensive.

614.
Garrison, K.C., and Force, D.G., Jr. "Educating the Mentally Retarded," In: Garrison, K.C. and Force, D.G., Jr. The Psychology of Exceptional Children. New York: Ronald Press, 1965, 96-122.
Education was considered from the standpoint of basic human needs and those needs indigenous to the retarded. Differentiation was made between programs for EMRs and TMRs. It is suggested that MRs need to be integrated with normal children in order to achieve the most effective use of special education classes. The chapter also explores factors relating to vocational success and job adjustment among MRs. Problems and findings of studies related to this problem are discussed.

615.
Geeves, G. "Sheltered Workshops: Views on the Sheltered Employment (Assistance Act), 1967," Australian Children Limited, 1967, 3(2), 48-52.
The Sheltered Employment (Assistance) Act, 1967, provides the finances for establishing a recommended nationwide manufacturing complex of sheltered workshops wherein price competition between workshops would be eliminated and each workshop would complement one another. A large variety of articles which have ready markets could be manufactured at the different workshops with the necessary machinery subsidized from this act.

616.
Geller, R.E. "Rehabilitation Based On Work Experience Training," American Vocational Journal, 1969, 44(5), 57-58.
The successful operation of a community rehabilitation workshop for all ranges of handicapping conditions requires careful evaluation, a structured training sequence, close attention, and emotional support for the workers. Participation by community agencies is also essential.

617.
Gellman, W. "New Directions for Workshops Meeting the Rehabilitation Challenge of the Future," Rehabilitation Literature, 1967, 28(9), 283-287.
The history of workshops and the recent changes in terminal, transitional, and sheltered workshops are presented along with a forecast of future developments.

618.
Gellman, W. "Rehabilitation Services in a Workshop Setting," Journal of Rehabilitation, 1965, 31(1), 34-37.
The transforming of terminal or transitional workshops into rehabilitation workshops, a sign of the maturation of the workshop movement, is taking place in 2 stages: (1) by using vocational acculturation programs to prepare disabled persons for employment, and (2) by conversion into a vocational adjustment workshop utilizing a "controlled working environment to deal with problems of vocational development, work identity, or social learning which result in an inadequate work personality. Essential features of the vocational adjustment are presented along with necessary services which should be offered.

619.
Gibson, D., and Fields, D.L. "Habilitation Forecast in Mental Retardation: The Configural Search Strategy," American Journal of Mental Deficiency, 1970, 74(4), 558-562.
The authors tried to establish a number of areas which could be used as predictors of MR's ability to live outside the institution and maintain employment. However, the experts could not agree on what these cries should be. After up to three years of training and follow-up studies on the released subjects over a three-year period, the authors found the predictive cues of little value in determining success or failure of the subjects.
(Note: This article is exceedingly technical).

620.
Gibson, J. "Research into Mental Subnormality: Part III," Nursing Times, 1964, 60, 654-655.
This article is concerned primarily with the type of training center known in the U.S. as the "sheltered workshop," i.e., the training of physically handicapped MR adults who will not become gainfully employed in the community. Various aspects of these workshops are described.

621.
Gill, R.C. "Individualizing the Curriculum for Educable Mentally Retarded High School Students Through Prevocational Evaluation," Education and Training of the Mentally Retarded, 1968, 3(4), 169-179.
In Phoenix, Arizona, tenth and eleventh grade EMRs are referred to a

vocational rehabilitation counselor for physical and psychological tests, prevocational and work adjustment evaluation, vocational training, and placement. An individualized prevocational plan and curriculum are developed for each student based on their evaluation. These plans are designed for training, placement in the community, and follow-up.

622.
Ginzburg, E. "The Mentally Handicapped in a Technological Society," In: Osler, S.F. and Cooke, R.E., eds. The Biosocial Basis of Mental Retardation. Baltimore: Johns Hopkins Press, 1965, 1-15.
The mentally handicapped in a technological society were discussed in terms of scope, causes, characteristics, points of view, and suggestions for future research and policy. It was suggested only a protected labor market will be effective in employing the handicapped and we will need intellectual imagination plus a political commitment to accomplish this.

623.
Gokhale, S.D. "Occupational Therapy in Social Welfare Institutions," Journal of Rehabilitation in Asia, 1964, 5, 15-21.
The primary function of rehabilitation and occupational therapy programs in India is to enable the handicapped person to overcome his disabilities, learn new skills, assemble surviving forces of personality and to be a functioning member of society. Seven essential steps of rehabilitation through occupational programs were outlined. According to the study if both caseworkers and rehabilitation workers could follow these procedures, successful programs could be completed in India.

624.
Goldberg, R.T. "Rehabilitation Research as a Specialization," Rehabilitation Literature, 1969, 30(3), 66-70.
Rehabilitation research is concerned with the human problem of adaptation to disability and handicap. It stresses vocational adjustment and development of the handicapped person, rather than the causation and physical restoration following the disability. In addition, it is concerned with the effects of disability on motivation and coping behavior of persons with external and internal barriers to his rehabilitation.

625.
Golden, G.J.; Margolin, R.J.; and Stotsky, B.A. "Motivational Factors in the Rehabilitation Facility," Rehabilitation Literature, 1968, 29(3), 66-72 and 83.
Motivational factors in a rehabilitation facility were analyzed in an experiment designed to evaluate the effectiveness of positive and negative incentives in performance on a manual task. The subjects were 50 MR adolescents from 2 sheltered workshops, 43 students from a school for crippled children, and 35 college graduate students in education. Results showed no overall differences with respect to type of reward, type of incentive, or sequence of incentive. To the MR population the materially rewarded group reached their peak at a significantly faster rate than the control group.

626.
Goldstein, H. "Issues in the Education of the Educable Mentally Retarded," Mental Retardation, 1963, 1, 10-12, and 62-53.
This article discusses the problem associated with designing an educational

curriculum for MRs. It suggests the ideal program anticipates the shifts and changes in society and makes curriculum adjustments accordingly. In addition, the difficulties of placing an MR in employment are discussed. The authors go on to suggest mental retardation should be considered in a greater context than just IQ.

627.
Gootzeit, J.M. "Personal Adjustment Training (P.A.T.) in Sheltered Workshops and Training Centers for Mentally Retarded Youth and Adults," Dissertation Abstracts, 1964, 25(2), 1001-1002.
Sheltered Workshops specializing in serving the mentally retarded were studied in order to ascertain common practices in personal adjustment training. A sheltered workshop is an agency that utilizes work settings for the purpose of providing remunerative employment and training for persons who are severely handicapped physcially, mentally, or socially. Personal Adjustment Training is defined as a process of training and environmental manipulation by which an individual's pattern of activity is fitted to those minimal standards of behavior demanded by a community. A complete survey of personnel and practices was completed by this dissertation.

628.
Gottwald, H. "Factors Affecting Collaboration Between School and Vocational Rehabilitation Programs for the Mentally Retarded," Mental Retardation (AAMD), 1967, 5(2), 20-22.
Although the 2 fields do have common goals, little empirical information is available regarding mutual cooperation between special education and vocational rehabilitation. A study was conducted and it was found there is little cooperation between the 2 fields. The study revealed a need to exchange information and expand their efforts to provide comprehensive MR programming.

629.
Graham, J. and Poling, J. "Help is a Warm Puppy," Ladies Home Journal, 1963, 80, 28 and 30-34.
A Chicago pet shop that gives mentally retarded youngsters the opportunity to work was described. The retarded employees have been trained to care for the animals, attend the store, and in some cases, make sales. This venture was reported as being very successful in terms of what it has done for the youngsters and in making a profit.

630.
Greenbaum, J.J. and Wang, D.D. "A Semantic-Differential Study of the Concepts of Mental Retardation," Journal of General Psychology, 1965, 73(2), 257-272.
Persons who are most likely to become involved with the MR were studied to measure their conceptualization of the MR. Findings of this study revealed MR elicits a more negative attitude than mental illness. Generally, the results showed few real positive areas with most ratings being in the neutral or indifferent and slightly negative range.

631.
Greensill, R. "Pre-vocational Guidance--An Experiment in Interaction Between School and Society," Slow Learning Child, 1968, 15(2), 102-109.
A prevocational guidance course was established for students in the third

year of secondary school whose intellectual ability was below average. Selection was based on reliability, work habits, and ability. The selected students worked one day a week for no pay in a job selected by them. Each student picked two jobs and worked at each one respectively for 6 months. Results of the program showed 17 of the 20 students chose permanent jobs in one of the two job categories and half of the students were hired by the employers they worked for during the program.

632.
Greenstein, M. "Diagnosis and Evaluation of the Adult Mentally Retarded." In: Scheerenberger, R.C., (ed). Mental Retardation: Selected Conference Papers. Springfield, Illinois: Department of Mental Health, 1969, 26-37.
Adequate diagnosis and evaluation of adult MRs require the examination, analysis, and appraisal of their needs in relation to their adjustment to work and society. Sheltered workshops provide the setting for these evaluations which require 6 weeks. At the end of the period, the client's strengths and weaknesses are summarized, and a plan consistent with the client's vocational goals is devised. Diagnostic data include background-information, psychological tests, staff observations, and a self-concept check list.

633.
Greenstein, M., and Fangman, T.G. "Vocational Training for the Mentally Retarded in a Metropolitan Setting," Focus on Exceptional Children, 1969, 1(5), 1-6.
The Kennedy Job Training Center provides the handicapped with evaluation, training, and employment. Evaluation is based on performance in a sheltered workshop rather than on IQ tests or school performance. The work environment is also manipulated to test potentials. The evaluation process requires 6 weeks and results in a plan for training with continual re-evaluation.

634.
Grossman, S. "Teaching Trades to the Mentally Handicapped," New York State Education, 1966, 53(7), 31.
A high school, cooperative work-study program for MR students over sixteen is described. Students are placed at a country club, hotel, or Veteran's Hospital to provide work experience and to develop the social adaptation skills for work activities.

635.
Guerrero, C. "Work Therapy for the Retarded," Staff, 1967, 4(4), 6.
In-service training for institutional employees can improve employee attitude and SMR habilitation. The training program at the Pacific State Hospital includes the meaning of work, how MRs learn, and how to shape behavior. The program has resulted in increased enthusiasm among employees.

636.
Gunzburg, H.C. "Social Education for the Adult Subnormal," Australian Children Limited, 1965, 2(5), 185-187.
Subnormal adults require social education and training which will assist them in the task of working and living in the community. This should be carried out in the training center and hospital, particularly in the transition stage between junior and adult training centers. The training should be comprehensive, direct, and clearly differentiated from the full time industrial work of the sheltered workshop. The aim is to make the subnormal a more capable social person, rather than merely a working human being.

637.
Gutshall, R.W.; Harper, C.; and Burke, D. "An Exploratory Study of the Interrelations Among Driving Ability, Driving Exposure, and Socioeconomic Status of Low, Average, and High Intelligence Males," Exceptional Children, 1968, 35(1), 43-47.

A comparison of low IQ subjects' driving records with those of normal or above intelligence subjects showed a greater number of total violations for the low IQ subjects. However, speeding violations were more closely related to high socioeconomic status than low IQ's. In terms of miles driven per year, there was no significant difference between low or normal IQ subjects.

638.
Hall, T.; Jerrold, M.A.; Fox, R.; and Wright, H.J. "Preparation of Immature and Educationally Subnormal School Leavers for a Life in Industry," Lancet, 1969, 1 (7599), 830-832.

An industrial training unit was attached to a secondary school in Portsmouth in 1966 to aid the transition of some EMRs, handicapped, or maladjusted young persons from school to industry. Pupils learn familiarity with machines and industrial procedures. Standard of work of the pupils leaving the unit is as high as that expected by the firm which provided it. Fourteen of the 17 young people who completed the program are still in the original industrial placement. There has been virtually no trouble with accidents--only one in the unit and none for former trainees.

639.
Hansen, C.E. "The Work Crew Approach to Job Placement for the Severely Retarded," Journal of Rehabilitation, 1969, 35(3), 26-27.

In a work training program for TMR boys, the boys worked under a supervisor as a cleanup crew for a recreational area. Widespread use was made of the "crew" concept. This article suggests Civil Service requirements should be made in order to allow the TMR to take advantage of job opportunities in county, state, and federal recreation areas.

640.
Hanson, R.M.; Burger, H.; and Phillips, R. "Handicapped Youths Learn Child Care," Rehabilitation Record, 1970, 11(6), 24-26.

In Fairview Center in Westchester County, New York, a child care course is taught to teenagers with physical, mental, or emotional problems. The course is aimed at future employment in child care for these people. The course is 8 weeks long and covers theory, concepts, and practical skills in child care. The program has strongly motivated the students and has developed positive attitudes among them. Curiously, boys have shown much tenderness and affection towards the babies.

641.
Harper, D.H. "A Comparison of Drop-Outs and Continuing Students in Special Education Work-Study Programs for the Mentally Handicapped in Public Secondary Schools." Dissertation Abstracts, 1968, 29(4-A), 1039-1040.

This study probed the differences between drop-outs and graduates of a high school work-study program for the MR and analyzing the characteristics related to in-school adjustment, post-school adjustment, and vocational success. Significant differences at the .05 level in several areas offered reasons for strengthening curriculums and early detection of possible drop-outs.

642.
Hartlage, L.G. "Factors Affecting Employer Receptivity Toward the Mentally Retarded," Rehabilitation Literature, 1966, 27(5), 1-2.
Sixty employers who responded to a 15-item, 5-point attitude questionnaire were matched with 60 employers who were interviewed. One-half of each group received information describing the MR in desirable terms; the other half received information depicting the MR as more capable in some jobs than other workers. No significant difference was revealed by whether survey was conducted through interview or questionnaire. Also there were no significant employer attitudes between whether information focused on disability or ability of the MR.

643.
Hausman, R.M. "Assessment of the Learning Potential of Exceptional Children." Nashville, Tenn: IMRID Papers and Reports, 1969, Vol. 6, No. 3, 16. p.
What is needed in IQ testing are techniques which will provide assessment of potential rather than purely diagnostic studies which can provide only a classification of mental ability. This paper is a discussion and critique of various techniques of IQ measurement. Some of the tests discussed are the Stanford-Benet, Wechsler Intelligence Scale for Children, Bender-Gestalt, Luter's International Performance Scale, etc. A further development of a comprehensive battery of tests based upon recent work in reading potential assessment with an inclusion of a much broader range of abilities is needed.

644.
Hecht, A.M. "The Preparation and Placement of the Educable Retardate (Work-Study Program)." In: Stark, E.S. ed. Special Education; A Curriculum Guide. Springfield, Illinois: Charles Thomas, 1969, Chapter 5, 147-168.
A work-study program for MRs begins in junior high with study classes aimed toward preparation for employment. At age 16 students are evaluated by teachers and psychologists to determine their readiness for work. The curriculum for senior students should include 3 hours of instruction in the morning which is oriented toward the needs and abilities of the student. Then the afternoon should be allotted to 3 hours of work. During this time work-study teachers visit the on-the-job training sites to aid the adjustment process and to determine additional programs to increase skill training.

645.
Hellinger, E.M. "Counseling and Guidance in the Vocational Adjustment and Placement of Mentally Retarded Institutionalized Girls," Dissertation Abstracts, 1968, 29(3-A), 813.
This study was designed to locate, describe, and analyze problem areas, and to examine guidance procedures and counseling techniques. Ten residents of a Halfway House, ages 19-37, and I.Q.'s from 56 to 83 were the subjects. A number of findings are reported.

646.
Henning, J.F. "America's Unskilled Workers: Past, Present, and Future." In: New York University Schools of Business and President's Committee on Employment of the Handicapped. Conference on Unskilled Workers in the Labor Force Problems and Prospects. Gitlow, A.L., ed., New York, 1966, 4-13.
Because of the constant decrease in the need for unskilled labor, employment preparation for MRs should emphasize the provision of the kinds of

training necessary to meet the needs of the current labor market. The Manpower Development Training Act of 1962 provided training funds to help the unskilled attain semi-skilled capabilities and to aid in upgrading skilled workers. Almost 80% of the handicapped workers who completed training were placed in jobs.

647.
Henri, J. "The Concept Behind Centers of Assistance Through Work," Nos Enfants Inadaptes, 1970, 36, 3-6.
According to a study by the UNAPEI, workshops for handicapped persons are very important. However, these workshops should follow several requirements: 1. Work should be adapted to the skill level of the retardate; 2. Products produced should have commercial value and be able to compete effectively in the market; 3. The shops should consider the varying interests of the workers.

648.
Hershenson, D.B. "A Vocational Life-Stage Approach to Sheltered Workshop Practice," Journal of Rehabilitation, 1968, 34(6), 26-27.
The sheltered workshop acts as a device which aids a client in progressing through stages of development. The workshop is a milieu of activities to which the client must adjust. It provides a setting which points out skills and errors in work as well as interpersonal relationships. The workshop sets limits and goals, and allows the client to achieve his own level and experience satisfaction. A sheltered workshop model of vocational development is concerned with the adaptive use of energies within a program of evaluation, assessment, and planning.

649.
Herzka, H.S. "The Doctor's Area of Responsibility in the Rehabilitation of the Severely Mentally Retarded in a Training Center," Praxis, 1968, 57(39), 1338-1343.
The physician who works with the SMR has a responsibility to treat and evaluate the potential of the child and consult with staff and members of the family. The physician can help clarify situations which arise and in some instances treat erratic behaviors with drugs.

650.
Hickman, L.H., Jr. "A Foundation for the Preparation of the Educable Child for the World of Work," Training School Bulletin, 1967, 64(1), 39-44.
The philosophy of a vocational program for EMR children at the Bridgeton Senior High School in Bridgeton, New Jersey, is described in terms of the pupil's skills in interpersonal relationships. The program includes instruction on practical vocational requirements, job characteristics, and, proper job attitudes. Any curriculum should be aimed at imparting both vocational and social competency. An outline of the necessary elements of a work-study program are presented.

651.
Higbee, W.R. "Supervisors as Raters in the Assessment of Workshop Performance of Retarded Sheltered Employees," American Journal of Mental Deficiency, 1966, 71(3), 447-450.
Sheltered workshop supervisory personnel were asked to assess the performance

of retarded sheltered workers. Workers were rated on production, efficiency, ability to follow directions, and ability to work independently. The correlations between Wechsler Adult Intelligence Scale (WAIS) scores and supervisor rated workshop performance scores showed that the WAIS Verbal IQ correlated lowest, WAIS Full Scale IQ correlated at a median level, and WAIS Performance Scale IQ correlated with workshop performance.

652.
Hinojosa,E. "Food Service Training in an Institutional Setting: Behavior Versus Learning," In: Ayers, G.E., editor. Innovations in Vocational Rehabilitation and Mental Retardation. Washington, D.C.: American Association on Mental Deficiency, 1969, 19-23.

A pilot program of 58 Austin State School (17-46 years) students was designed to train them in the art of food service. The program consisted of 160 hours of combined classroom and on-the-job training. Forty-two of the 58 trainees are now employed. Analysis of Adaptive Behavior Scales which were administered to 38 trainees revealed that success or failure is determined mostly by language development, number concepts, occupation, self-direction, responsibility, socialization, rebelliousness, and trustworthiness.

653.
Hiyeda, M. "Development of National Programs to Stimulate Community Efforts for the Employment of the Disabled Person in Japan," Journal of Rehabilitation in Asia, 1964, 5(4), 23-24.

According to a 1960 survey, one per cent of the Japanese population were considered to be handicapped, excluding those persons under training in institutions. Because of this legislative and government efforts worked to promote employment of the handicapped. These program needs were outlined in the article.

654.
Hoffman, P. and Dunn, D. "The Practice of Work Adjustment," Journal of Rehabilitation, 1971, 37(4), 2.

The introduction to a special issue of the Journal of Rehabilitation is presented here. The issue is entirely devoted to the theory and techniques of work adjustment in the workshop setting which shows the current state of practice and educating in the specific techniques of work adjustment.

655.
Hoffman, P.R. "Work Evaluation and Adjustment: The Relationship," Journal of Rehabilitation, 1971, 37(4), 19-22.

Work evaluation focuses primarily on assessment, while work adjustment focuses on behavior changing. The two processes are administered differently and are perceived differently by counselors and clients. Work evaluation and work adjustment are two aspects of an overall process of matching the individual with the job. Work evaluation is needed to identify a realistic and successful program for a client before he is referred to a treatment program. If the unemployability of the client is determined, then he can be referred to an adjustment program. If he becomes employable, an evaluation of these factors is then necessary. He can then be referred for training or into processing for placement.

656.
Hogan, G., and Button, W.H. "An Empirical Perspective," Journal of Rehabilitation, 1971, 37(4), 16-19.

The author engaged in empirical research to observe and measure work behavior in workshops. The researcher felt the workshop was a realistic setting for evaluating client potential and for determining appropriate techniques and strategies to help the client on his way to an independent and useful life. A critical factor which the author discovered about the rehabilitation process is that clients who show an ability to participate and control their social interactions are most successful. (This means the ability to resupply their own work stations and to converse with counterparts).

657.
Holmbo, A.D. "The Dayton Work-Study Program: A Principal's Point of View." In: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio: Superintendent of Public Instruction, Ohio Department of Education, 1965, 62-67.

The ramifications of the Dayton work-study program for the EMR are fewer drop-outs, better relations between the school and community, and a more cooperative spirit from the EMR students. The program has not, however, modified the high rate of absenteeism and tardiness among the EMR. In addition, the heavy work training schedule precludes the EMRs participation in extracurricular activities. It was concluded that such a program is an important service of a comprehensive high school.

658.
"Hospital Work Stations for MR's," Rehabilitation Record, 1971, 12(2), 20-21.

A work-study program for EMRs in a hospital prepares them for future occupations outside of sheltered workshops. The EMR's work in X-ray, records, outpatient clinic, pharmacy, and receiving. They go to and from work independently by public transportation. Eventual full-time employment is contemplated for the EMRs due to the success of this program. The program takes place at Downstate Medical Center in Brooklyn, New York, and utilizes high school sophomore EMRs.

659.
Houglan, M.J. "The Mentally Retarded Contribute, Also," Nursing Outlook, 1963, 11, 175-176.

An experimental patient aide training program was described. Thirty patients performed duties which consisted of maintenance tasks for which they were paid $1.00 per month. The aides expressed satisfaction for the work; and 6 achieved sufficient independence to return home.

660.
Hrubi, J.R. "Work Stations for Job-Related Skills," Education and Training of the Mentally Retarded, 1971, 6(2), 70-73.

The Somerville (Massachusetts) Occupational Opportunity School is a public school designed to train MR youths for suitable occupations and then to place them in business, industrial, and government positions. Some major fields of instruction include food service, woodworking and furniture refurnishing, home mechanics, and garment production and alteration. The program also seeks to aid in personal adjustment training and individual development.

661.
Huber, W.G. and Soforenko, A.Z. "Factors Contributing to the Vocational Success or Non-Success of the Institutionalized Retardate," Training School Bulletin, 1963, 60, 43-51.
The authors presented a general overview of significant research findings over the past several years, concerning success or non-success in the vocational placement of the institutionalized retardate. A brief overview of prevailing placement practices was also given. From a study of the authors, it was suggested social and vocational adjustment classes can have a significant impact in preplacement training.

662.
Hudson, O.L. "Implicationa for the Initiation of Work Programs in Local School Districts." In: Special Education: Strategies for Educational Progress--Selected Convention Papers. (44th Annual CEC Convention, Toronto, Canada, April 17-24, 1966). Washington, D.C.: Council for Exceptional Children, 1966, p 56-61.
Occupational programs for MRs should include 12 years of school experiences which emphasize the development of traits necessary for vocational training. A postschool program should help the slow learner transfer his learning skills to community. It should include job placement, further training, follow-up, and counseling programs. The entire work experience program should be set up on the following basis: special classes in ninth grade, full schedule of classroom instruction in the tenth grade, ½ days in school and ½ days in a supervised work experience during the eleventh grade, and full-time work experience in the twelfth grade which is supervised by the school.

663.
Hungerford, R.H. "The Schooling of the Mentally Retarded--A History and Philosophy of Occupational Education," Journal of Education, 1964, 147(1), 5-16.
The history and philosophy of occupational education for the MR was traced from the early institutional classes to the current day classes. The basic premise that MRs were essentially different and required special training and therapy was a contribution of the institutional pioneers. A discussion of early major influences is included. Present day programs and variations of occupational education are discussed in the article.

664.
Hunt, J.G., and Zimmerman, J. "Stimulating Productivity in a Simulated Sheltered Workshop Setting," American Journal of Mental Deficiency, 1969, 74(1), 43-49.
Productivity among patients participating in a simulated workshop setting significantly increased with the introduction of a bonus-pay procedure. Coupons were redeemable for items at the local canteen. The article suggests the productivity increases would be totally accounted for by the bonus procedure or they could have been partially influenced by verbal instructions given in conjunction with the bonus procedure.

665.
Hurwitz, S.N. and DiFrancesca, S. "Behavioral Modification of the Emotionally Retarded Deaf," Rehabilitation Literature, 1968, 29(9), 258-264.
The experience and conclusions of the first 3 years of a rehabilitation program for the deaf is presented. The conclusions are of a generally positive nature. Two broad categories of behaviors manifested by the clients have

been established. They are "undeveloped personality," an emotionally retarded group, and "maldeveloped personality," those who are pathological or disturbed. Results show that 2 out of 3 clients have been assisted and have obtained employment.

666.
Huston, D. "In Texas Hiring the Handicapped," Rehabilitation Record, 1971, 12(5), 33-35.
A program for selective placement of qualified handicapped people in State government positions has been started in Texas. The program is under the direction of the State Employment of the Handicapped Section of the newly organized Texas Rehabilitation Commission (TRC). Seventy-one clients in 19 different agencies were placed during its first 5 months. Since it does not have a civil service system for all employees, implementation depended on gaining the voluntary cooperation of the agency heads.

667.
Iakovenko, M.I. "Job Placement for Auxiliary School Graduates," Soviet Education, 1971-72, 14(1,2,3), 97-102.
This is a follow-up study on 220 MR individuals who completed studies at an auxiliary school over an 18-year period. One hundred sixty-six of the 220 MRs graduated from the school. The study revealed that 194 of the 220 were working full time, 7 were performing seasonal works, and only 19 were not working. The training the MRs received seems to have had a positive influence as job ratings reveal that most of them are conscientious in their work. One note is that only 47 of the individuals were employed in the job for which they had been trained in school.

668.
Ihsan, A. "Factors in the Verbal and Motor Learning of Embeciles," Journal of Psychology, 1971, 77, 151-156.
Study concerns the learning of simple m otor and verbal tasks by MRs. When MRs could not perform a simple motor task, the experimenter completed the task, and the MRs seemed to benefit. When the MRs observed an experimenter complete a smaller task similar to the original one, most MRs could not apply it to the original problem. After the MRs performed the smaller task, performance on the original task improved. Older subjects showed a greater ability to generalize and use more abstract definitions of words.

669.
Ismail, A.M. "Development of National Programs to Stimulate Community Efforts for the Employment of the Disabled Persons in the Federation of Malaya," Journal of Rehabilitation in Asia, 1964, 5(3), 22-24.
Since independence in 1957, the Federal Government of Malaya has revealed an increasing concern for the vocational rehabilitation of disabled citizens. Vocational training and placement programs are provided by both voluntary organizations and the government. An outline of these program services is provided.

670.
Jackson, N. "How Reliable Are the Follow-Ups?" Special Education, 1966, 55(1), 4-6.
The reliability of follow-up studies that assess employment adjustment of educable subnormals (ESN) was questioned. Four current weaknesses in designing these studies were cited and included: (1) noncomparable time

periods, (2) disregard of job distribution patterns, (3) variable criteria of employment adjustment, and (4) small and unrepresentative size of samples. An example of the second weakness is a disregard for the local employment situation. It is felt the follow-up studies cover too limited a time period. There are later factors which may threaten the job stability of ESN individuals. These are: (1) removal of supportive home environment; (2) age restrictive employment which excludes the individual once he becomes an adult; (3) effect of marriage and family commitments; (4) decreasing follow-up supervision; and (5) the effect of increasing age and mental handicap which may limit the longevity of employment in a particular job.

671.
Jastak, J.F. "Mental Retardation," Science, 1967, 157(3788), 577-578.
It is argued that the current state of measuring MR and intellectual function is so primitive that we cannot make dogmatic statements and attempt to differentiate between types and degrees of retardation. Present problems of measurement are discussed. Until an acceptable theory of intelligence is developed and full attention can be placed on the multivariate nature of behavioral measures, one cannot really divide retardates into types.

672.
Jedrysek, E., "Recent French Literature: Psychoeducational Aspects." In: Wortis, J., ed. Mental Retardation: an Annual Review. III. New York: Grune and Stratton, 1971, Chapter 9, 146-159.
French approaches to MR differ from those in America. Educational systems for the MR are organized along 2 different lines: special classes for EMRs in public schools and special boarding schools, and special institutions for the more severely retarded. EMR classes are heavily oriented toward vocational training. Work centers and sheltered workshops aid the adult MR in adjusting to work situations, and hostels, often connected to work facilities, have recreation and socialization programs. Writers stress the dangers of isolation of the MRs and their parents.

673.
Jens, K.G., and Shores, R.E. "Behavioral Graphs as Reinforcers for Work Behavior of Mentally Retarded Adolescents," Education and Training of the Mentally Retarded, 1969, 4(1), 21-27.
The employment of behavioral graphs for 3 TMR adolescents resulted in increased production rates on assembly projects. This indicates that these graphs were beneficial as reinforcers. Subjects consisted of 3 TMR adolescents enrolled in special school training for moderately and severely retarded children and young adults.

674.
Johnson, B.G., Jr. "The Effects of Task Difficulty and Magnitude of Reinforcement Upon the Level of Aspiration of Normal and Mentally Retarded Male Students," Dissertation Abstracts, 1967, 27(12-B), 4575.
A perceptual motor and digit span task with two levels of difficulty and two levels of reward for each task were matched on 40 subjects. The major finding was that a reward was disruptive of performance.

675.
Johnston, G.R. "The Adult Can Respond," Intellectually Handicapped Child, 1969, 8(4), 20-22.
The vocational status of adult MRs is increasing as more and more SMRs are being trained successfully in workshops for simple repetitive and skilled trade jobs. Jobs must be kept within the capacity of the MRs as success highly motivates and failure results in regression. Appreciation of work well-done often contributes more to job success than the actual instruction MRs receive. Workshops enable MRs to develop their physical, social, and economic potential.

676.
Jones, P.R. "The Relationship of Vocational Outlook and Special Educational Programs for Adolescent Educable Mentally Handicapped," Dissertation Abstracts, 1967, 27(12-A), 4078.
Data was collected on 373 subjects (interviewed and tested), and the school programs of 13 high schools were rated. Eight major findings were reported from statistical analysis.

677.
Julien, C. "The Mentally Retarded," Readaptation, 1971, 177, 47-51.
A great problem of rehabilitation centers in France is the development of training programs which will fit the needs of the labor market. A method of circumventing this problem has been initiated by the Center in Paris. The center acts as an intermediary between the employers and the handicapped employee. The employee signs a contract with the employer and the Center functions to defend the interests of the employee according to the contract. Both males and females are involved in the program.

678.
Kaan, A. "Concept, Aims and Principles of Sheltered Employment," In: European Seminar on Sheltered Employment. Proceedings of the 1959 European seminar on sheltered employment. The Hague, Netherlands: The Netherlands Society for the Care of Disabled, 1959, 23-44.
This article suggest possible ways of overcoming present difficulties and providing sheltered employment for the handicapped: (1) legal obligation by the employer to employ a certain number of handicapped workers, (2) legal restriction of certain professions for the disabled, (3) allowances for employers, (4) sheltered workshops. Conclusions drawn by the discusants with regard to employment of handicapped people are: (1) all handicapped people should have the right to work, (2) sheltered employment should involve a living wage and capacity to work in open industry, (3) working capacities should be assessed, (4) individual requirements should be considered, and (5) sheltered employment should be organized for socially maladjusted persons.

679.
Kanter, H.M. "The Identification of Elements Which Contribute to Occupational Success and Failure of Adults Classified as Educable Mentally Retarded." Dissertation Abstracts International, 1970, 30(9-A), 3790-1.
The purpose was to gather data on factors of success and failure, relationships between IQ and occupational failure, analyze curricula, and explore post high school education needs. Several findings, conclusions, and recommendations are reported.

680.
Karnes, M.B. "Work-Study Programs for the Mentally Handicapped." in: American Rehabilitation Counseling Association. New Vocational Pathways for the Mentally Retarded (symposium). Di Michael, S.G., ed. Washington, D.C.: American Personnel and Guidance Association, 1966, Chapter 3, 30-36.
The mentally handicapped can survive in the world of work if the school, community, and other appropriate agencies provide them with the in-school and work-study experiences, post-school training, and follow-up services. A demonstration project of this nature was carried out in Champaign (Illinois) Community Unit 4 schools and seems to have been quite effective.

681.
Katz, E. "A Report of an Independent Living Rehabilitation Program," Mental Retardation, 1965, 3(4), 15-18.
An Independent Living Rehabilitation Program (ILRP) was established to develop good basic work habits, work skills, and attitudes. The ILRP is in an urban community. All persons admitted to the program must be between the ages of 18-35, ambulatory, not emotionally ill, IQ below 70; and there must be participation by parents in social case studies. Enrollees were paid a minimum wage of 15 cents and up. In a follow-up of 23 dischargees, 13 were referred to other programs, 8 were withdrawn, and 2 were committed to hospitals for the mentally ill. The need for an interdisciplinary approac in establishing this type program was stressed.

682.
Katz, E. Symposium on Social Training. II. "Changes in Social Competency Ratings of Seriously Handicapped Mentally Retarded Young Adults in a Community Rehabilitation Programme," Journal of Mental Subnormality, 1964, 10(19), 76, 82.
Staff ratings of social competency of enrollees in the Independent Living Rehabilitation Programme (ILRP) over a six-month period were compared and the influence of measured intelligence upon changes in staff ratings were evaluated. The ILRP was set up to rehabilitate seriously handicapped MR young adults, 18 to 35 years of age, and equip them to adjust to community life. Results eventually showed that no significant relationship existed between measured intelligence and changes in staff ratings.

683.
Kaufman, H.I. "Cognitive and Noncognitive Indices of Employability in a Sampling of 17 to 21 year old Mentally Retarded Individuals," Dissertation Abstracts, 1968, 28(8-A), 3027-8.
The purpose of the study was to identify and derive factors relevant to the 50 to 84 IQ for ages 17 to 21 to obtain and maintain employment. The study used 24 variables taken from 4 tests and compared statistically. He concluded that the variety of employment situations are far too great to predict from an unilateral approach.

684.
Kaufman, H.E. and Ivanoff, J.M. "Evaluating the Mentally Retarded With the Peabody Picture Vocabulary Test," American Journal of Mental Deficiency, 1968, 73(3), 396-398.
The purpose of the study was to investigate the practicality of using the Peabody Picture Vocabulary Test (PPVT) in a rehabilitation center with MR clients. In comparing the PPVT with the Wechsler Adult Intelligence Scale (WAIS) and the reading section of the Wide Range Achievement Test (WRAT), the investigators concluded that although the PPVT may provede an adequate screening instrument with some populations, in working with the MR, the

reading section on the WRAT may more nearly measure functional ability comparable to the WAIS full scale IQ score.

685.
Kazdin, Alan E. "Toward a Client Administered Token Reinforcement Program," Education and Training of the Mentally Retarded, 1971, 6(2), 52-55.
Fifty-eight clients with median IQ of 40 (range untestable to 85) and CA of 29 (range 16 to 52) are employed in a sheltered workshop where they are grouped in 3 levels according to ability to produce relative to minimal industrial rates. In order to promote work skills and habits, behavior modification through token system was initiated for 20 clients. Also used peer participation as reinforcers. Results showed that involving peers in the treatment program when possible is desirable in reinforcement programs. A complete evaluation is still dependent on further research.

686.
Keeler, K.F. "Post-School Adjustment of Educable Mentally Retarded Youth Educated in San Francisco," Dissertation Abstracts, 1964, 25(2), 936-937.
The problem of this study was to determine the social and vocational adjustment of Caucasian, Negro, Oriental and Mexican American graduates from the secondary program for educable mentally retarded students in San Francisco. The findings of this study are given in the study. On the basis of this information the author makes several recommendations for training programs in the secondary schools for these people.

687.
Keenan, K., and Cassell, J.T. "Social Skills." In: Greater Hartford Association for Retarded Children, and Connecticut State Health Department. Improving Teaching Skills for Working with the Mentally Retarded. Hartford, Conn., 1967, 14-18.
The teacher plays the key role in developing the social skills of children. To demonstrate the techniques that are applied, the teacher and 7 EMRs took active parts in role playing. The various activities give the children an opportunity to practice and develop good speech, to be aware of rules of safety, to learn to say and spell their names, and to give their addresses and phone numbers.

688.
Kendrick, J., and Sudderth, J. "But It Doesn't Look Like a School," Rehabilitation Record, 1970, 11(2), 28-31.
Vocational rehabilitation project of the Dallas Vocational School was begun in 1959. Enrollment since 1964 has been 100 MRs per year. At the end of the 3-year grant, 61% of all students were considered successful. Training period varies from 3-6 months or as long as 3 years. Curriculum includes vocational training as well as personal adjustment training for jobs. Training areas include laundry, kitchen, dry cleaning, custodial work, etc.

689.
Kidd, J.W.; Cross, T.J.; and Higginbotham, J.L. "The World of Work for the Educable Mentally Retarded," Exceptional Children, 1967, 33(9), 648-649.
A 1966 follow-up study of 266 graduates of the St. Louis County (Missouri) Special School District found 169 successfully employed. Jobs included

a range of titles found in Guides to Jobs for the MR and some more skilled jobs such as photo finisher and key punch operator. The EMRs receive help from vocational rehabilitation as well as from 2 placement consultants at school.

690.
Kilburn, K.L. and Sanderson, R.E. "Predicting Success in a Vocational Rehabilitation Program with the Raven Coloured Progressive Matrices," Educational and Psychological Measurement, 1966, 26(4), 1031-1034.
The Raven Coloured Progressive Matrices (RCPM) and the Peabody Picture Vocabulary Test (PVVT) were given to 40 subjects at a hospital for MRs to see to what extent vocational success can be predicted. According to the 18-month study a successful program is related to ability to observe and solve problems rather than to recalling word meanings.

691.
King, B.W. "Training for Sheltered Work." In: International League of Societies for the Mentally Handicapped. Symposium on Sheltered Employment: Frankfurt, 10-12 February 1966. Heering, A.H., Chrmn. Burxelles, Belgium, 1967, 23-26.
The objectives of training for the MR in sheltered employment in England are described in terms of transitional stages needed to insure optimal development. The aim of training for sheltered work should be to achieve a smooth progression from occupational training to sheltered work and finally to employment within the community. This program includes 6 stages in its transition program. At the end of these stages the MR should have a good working knowledge all the tasks involved in a workshop.

692.
King, R.E. "Empathy is for People," Mental Retardation, 1970, 20(4), 2-4.
A manufacturing company designed a system of proper tasks to be assigned to appropriate employees. Certain jobs have been set aside for MRs. In addition the company found that MRs rank high in loyalty, integrity, consistency, and company pride.

693.
King, S.H. "The Relationships Between Mental Age, Level of Language Functioning and Social Acceptability in the Trainable Mentally Retarded." Dissertation Abstracts International, 1971 (Mar). Vol 31 (9-B), 5691.
Eighty subjects were measured for intelligence, speech, and language proficiency, and ratings of functioning level and social acceptability. Of the several findings reported, relationship mental age and speech and performance was found to be much stronger than that between chronological age and test performance.

694.
Kirk, W.R.; Berendsen, W.C.; and Gomery, P. "Training the Adult Retardate," Canada's Mental Health, 1964, 12(5), 9-15.
The adult training program developed by the Adult Services Committee of the Ontario ARC was described. It was estimated that 120,000 adult retardates were living in Ontario Province. In the five years since the creation of the Committee, 35 programs serving 600 adults have been established. Three groups, including the deferred placeable, the sheltered employable, and the self-care, nonsupport group were recognized and served. Many

facilities were developed to serve all three groups through individualized job training and group social activities.

695.
Knaus, W.J. "An Experimental Study of Three Methods of Programmed Vocational Instruction Presented to Mentally Retarded Adolescent Females," Dissertation Abstracts, 1967, 28(3-A), 965.
The study involved a comparison of automated, integrated, and sequence control procedures of presenting materials on home nursing by two comparable teachers. A pre and post-test was evaluated at the .01 level of significance. All students profited the three methods with certain reservations for each application.

696.
Knight, D.J. and Walker, M.A. "The Factory Day At School," Special Education, 1965, 54(3), 7-8.
A program of work acclimation was instituted to prepare EMR boys to adjust to society. The program included visits to industries to acquaint the boys with different layouts; classroom discussions and practice on filling out job applications; and practical application in a woodworking shop set up like a factory.

697.
Kokaska, C.J. and Kalwara, S. "Preparing the Retarded for Semiskilled and Skilled Occupations," Education and Training of the Mentally Retarded, 1969, 4(2), 71-74
The special education program of the Phoenix Public High School (Arizona) demonstrates that the EMR can be successfully prepared for semiskilled and skilled employment and should not be limited and confined to service occupations. Educational programs must be reworked so that the EMR can develop basic abilities for him to acquire a marketable skill. It has been found that employers will train students for specific jobs if they are assured that the students are capable of performing the technical and manual skills needed for a particular task. Many phases of business and industry are available if the school will assume the responsibility of preparing adequately the EMR student for community occupation placement. The junior year is the most feasible for work placement because the student is still under the auspices of the school and can be evaluated and supervised by vocational coordinators.

698.
Kokaska, C.J. "Secondary Education for the Retarded: A Brief Historical Review," Education and Training of the Mentally Retarded, 1968, 3(1), 17-26.
This article traces the development of educational approaches for the MR. Since the late 1950s businesses have been used for training MR students. Now there is a concerted effort to develop school programs which work in cooperation with public agencies and private business. This is done with the goal of achieving a balanced training program.

699.
Kokaska, C.J. "The Occupational Status of the Educable Mentally Retarded: A Review of Follow-up Studies," Journal of Special Education, 1968, 2(4), 369-377.
This article points out the weaknesses of research done on EMRs who attended public school special school programs. This has led to a limited knowledge about the work capabilities of the MR. The author stresses the need for

proper education and training. With proper instruction MRs can move through a number of work situations and in many cases increase their work skills. Without the proper training MRs will be placed in service areas by government agencies. The MRs basic abilities must be developed early in life to allow them to enter a labor market with flexible adaptable and marketable skills.

700.
Kokaska, C.J. "The Problems in Preparing the Retarded for Employment," Journal for Special Educators of the Mentally Retarded, 1970, 6(2), 130-131.
Respondents in a national survey of 316 urban secondary EMR programs indicated that the major difficulties in preparing the EMR for employment are his social-personal immaturity and his vocational irresponsibility. Administrative and employer problems decreased as the degree of school-community involvement became more complex, but parent problems increased at the same time. The parent problems could be attributed to breakdowns in communication between parents, teachers, counselors, and trainers.

701.
Kolstoe, O.P. "Defining Mental Retardation," In: Williams, E.H.; Magary, J.F.; and Moore, F.A., eds. Ninth Annual Distinguished Lectures Series in Special Education and Rehabilitation. Los Angeles, University of Southern California, 1971, 77-96.
Definitions for MR originate even from ancient Roman Law. The latest definitions of MR suggest it has both qualitative and quantitative aspects. Quantitative--insufficiency of neurons, incomplete development of the mind. Qualitative--Inability to develop new systems of thinking.

702.
Kongerslev, C.G. "Sheltered Employment, Rehabilitation and Medical Superintendence." In: European Seminar on Sheltered Employment. Proceedings of the 1959 European seminar on sheltered employment. The Hague, Netherlands: The Netherlands Society for the Care of Disabled, 1959, 95-120.
Rehabilitation for the handicapped was considered a complex involving medical-social-vocational and educational activities. Some major conclusions of the seminar were: (1) sheltered employment should be integrated into the total structure of rehabilitation; (2) the advice of a medical practitioner should be available in regard to sheltered employment in terms of selection of persons, types of jobs, changes in work schedules, medical examinations and medical evaluations for changes in employment. No conclusions were drawn on the question of forcing the sheltered employment upon disabled persons who refuse to work.

703.
Kott, M. "Extended Employment Workshops--A Position Paper," Welfare Reporter, 1968, 19(1), 3-6.
The extended employment workshop is primarily a therapeutic and rehabilitative program and must be supported by outside help. The expense is too great for voluntary organizations and should be funded by a state-federal program. In addition, administration should be done through a state agency to insure application of uniform standards.

704.
Kott, M.G. "Wage Programs for Mentally Retarded Residents of Public Institutions," Mental Retardation, 1963, 1, 161-163 and 188.
The State Board of Control of Institutions and Agencies which is responsible for the New Jersey Department of Institutions and Agencies determined in 1959 that residents in training schools and colonies for the retarded shall be paid if their work contributes substantially to the institution's economy. A breakdown of positions and salaries is given in the report.

705.
Kovaleva, E.A. "Experiment in Teaching Agricultural Specialties to MR Students." In: D'yachkov, A.I. Materials of a Scientific Conference on Defectology. Moscow: R SFSR Academy of Educational Sciences Press, 1962, 36-45.
One of the main problems of remedial schools is preparing MR students for practical activity. An experiment in teaching female 15 to 16 year old seventh-grade MR subjects how to milk cows by hand was carried out. The experiment showed that the subjects can complete simple practical tasks while also learning personal and zoological hygiene. However, much supervision was necessary to insure that the entire task of milking and caring for the cow was carried out.

706.
Kramer, J. "Work Adjustment, Training and Evaluation for Teenage Retardates." In: West, W.L., ed. Occupational Therapy for the Multiply Handicapped Child. Proceedings of the Conference on Occupational Therapy for the Multiply Handicapped Child, April 28-May 2, 1965. Chicago, Illinois: University of Illinois, Department of Occupational Therapy, 1965, 241-261.
An overview of a work-related program concentrating upon work adjustment, training, and evaluation for the teenage MR was presented. In Ft. Worth, Texas, MRs between the ages of 14-28 are involved in a work program half the day and the other half of the day is spent in academic training. Both EMR and TMRs work together in the project. The work program is based on work procedures of the community and has realistic work standards and conditions. Production assembly procedures are used to develop the habits and skills of teenagers for future employment purposes. During the training, workers received no salary except a discount on the product assembled.

707.
Krantz, G. "Critical Vocational Behavior," Journal of Rehabilitation, 1971, 37(4), 4-16.
This article discusses work adjustment as a means for promoting good vocational behavior. In order for a person to become and remain employed, he must have job objective behaviors, job-getting behaviors, and job-keeping behaviors. Also the person must possess behaviors competencies in social, community, general, and personal living.

708.
Kugel, R.B. "The United States' Plans for Combating Mental Retardation." In: Richards, B.W., ed. Proceedings of the First Congress of the International Association for the Scientific Study of Mental Deficiency. Surrey, England: Michael Jackson Publishing, 1968, 98-104.
Analysis of information on MR programs in the United States indicates that there is a growing national commitment to solve the difficult social, educational, rehabilitation, and health problems posed by the MR. Adequate

programs and facilities should be established to train those interested in working with the MR, and to train MRs to be successful employees.

709.
Kunce, J.T. "Is Work Therapy Really Therapeutic?" Rehabilitation Literature, 1970, 31(10), 297-299.
The results of several studies qualify the effectiveness of work therapy and suggest a more judicious employment of it. Work therapy can foster institutional dependence, and vocational success may be more dependent on a patient's psychological strength rather than on work behaviors. Work therapy with a goal of competitive employment may be most valuable to MRs, physically disabled patients, and schizophrenics "in remission."

710.
Kuz 'mitskaya, M.I.; Lur'e, N.B.; and Petrova, V.G. "Education and Teaching Mentally Retarded Children in Czechoslovakia," In Vlasova, T.A. and Shif, Zh.I., eds. Schools for Mentally Retarded Children in Foreign Countries. Moscow, Union of Soviet Socialist Republics: Prosveshchenie Press, 1966, 126-136.
In Czechoslovakia remedial school programs differentiate between levels of mental retardation. The 3 year vocational school education includes pay of 9.72 per month for the first year, $13.89 the second years, and third-year students earn 80% of an adult's salary. In Czechoslovakia literature on MR has been greatly enlarged through translations from neighboring Eastern Bloc countries' journals.

711.
Laidlaw, Mrs. R. "Lorimer Lodge--A Rehabilitation Program for Mildly Retarded Young Women" (Report), Mental Retardation, 1970, 20(3), 2-6.
Lorimer Lodge, a two-year residential socio-vocational program for MR girls (IQ 60-80, ages 16-26 years) includes training in self-care and domestic management and arts. The basic program is completed in 2-6 months after which the girls are placed in job-training situations (homes, industry, food services, institutions). During training, girls receive $25 a month and are assisted in budgeting. Upon completion of the two-year training period, graduates receive job placement. Post graduation services include evaluation, recreation, emergency room and board, and counseling services.

712.
Lambert-Vinchent, C. "Experimental Protective Shop for the Mentally Retarded," Amentia, 1964, 3(April), 5 unnumbered pages.
A protective shop was set up in Bruxelles in 1960 in order to give work to mentally retarded young people who, because of motor, mental, or personality handicaps were unable to integrate into normal work centers. The shop was created as a step before regular factory work for retardates with an IQ above 60 and as a definitive framework for those with an IQ of less than 60. Since Belgium gives the families of retardates an allotment for life, no real salary is paid the retardate.

713.
Lambert-Vinchent, (Mrs.) "Inauguration of the New Facilities of A.P.A.M.," Amentia, 22 (October), 1970, 24-27.
A new workshop was established to train MR who would never have fit into normal industrial plants. The potential and weak points of each subject are studied. Then the subject can be trained to complete an economically profitable task.

714.
Larson, K.H. "The Characteristics of Vocationally Successful Mentally Retarded Youth As Described by Two Types of Intelligence Tests," Dissertation Abstracts, 1964, 25(5), 2815.

The major problem of the study was an attempt to describe the characteristics of educable mentally retarded youth who had successful work-experience reputations on in-school job situations and EMR youth who had successful work-experience reputations on out-of-school job situations. The instruments with which the study attempted to describe these students were the Wechsler Intelligence Scales and the Raven's Progressive Matrices. A complete description of the results is included.

715.
Lecuyer, R. "Note on the Placement and Working-Future of Mongoloids," Sauvegarde de l' Enfance, 1965, 20(1), 179-182.

The creation of protectively supervised workshops, in which appropriate tasks can be undertaken, was recommended as a method of educating mongoloids should live at home or maintain close family contact. It is also considered essential that mongoloids be regularly occupied, and it preferable for them to be among others like themselves.

716.
Leland, H. "The Language of Mental Differences," Project News of the Parsons State Hospital and Training Center, Parsons, Kansas, 1968, 4(1), 1-5.

Words used in reference to people of different mental abilities are discussed in terms of historical reference and linguistic backgrounds in order to demonstrate that there is a language involved in classification of mental differences. More positive words in descriptions of various behaviors may help to arouse public interest in treatment of the subnormal intellect.

717.
Le Louis, M. "An Experimental Program to Increase Sitting-Up Behavior in Normal and Deviant Infants," In: Nursing in Mental Retardation Programs. Fourth National Workshop for Nurses in Mental Retardation, Miami, Florida, April 4-7, 1967, 68-88.

Children who are given encouragement, attention, and guidance will develop motor skills more quickly than will other children, as shown in a study of 10 infants. The development of pulling-up behavior, anatomical structures, behavior stages, the neurophysiology of the infant, and general growth were considered.

718.
Lenard, H.M. "A Work Adjustment Concept for the Brain Injured Retarded," Journal for Special Educators of the Mentally Retarded, 1970, 6(2), 118-121, 123.

The sheltered workshop, which utilizes the work adjustment concept, should provide 2 services: 1. a transitional program for moving the client into community industry; 2. a stable environment where the clients may remain for an indefinite period. The workshop should stimulate MRs to become optimally productive (based on their abilities) in a vocational setting. Also personal adjustment must be an integral part of the program as skills are not the only requirement for successful employment.

719.
Lent, J., and Spradlin, J. "Cottage Demonstration Project," Project News of the Parsons State Hospital and Training Center, 1966, 2(7), 1-14.
A cottage training program is proposed for trainable retarded (IQ, 25-55) female residents at Parsons State Hospital and Training Center. Immediate objectives of the project are to train the girls in personal, social, educational, and occupational skills; to train cottage personne; and to serve as a demonstration project. Primary techniques to be used are discussed in the paper.

720.
Levine, B. "Readying Retarded Adolescents for Work Through Volunteer Services," Children, 1968, 15(4), 130-134.
The Edenwald School in New York provides the mildly retarded adolescent with an opportunity for work experience by means of a volunteer project. Adolescents between the ages of 14-18 years participate. Emphasis is placed on a thorough understanding of the job in relation to the individual's capabilities; continuing progress reports on the performance on the job; and coordination of staff, services, and an effective liaison person between the EMR's own facility and that of the host agency.

721.
Levine, M. "A Sheltered Workshop Experience for the Mentally Retarded." In; Stark, E.S., ed. Special Education: A Curriculum Guide. Springfield, Illinois; Charles Thomas, 1969, Chapter 6, 169-187.
Sheltered workshop training programs conducted in New York include bench assembly, machine operations, a greenhouse program, shipping and receiving, and many more service-type vocational training. Job training is specific and aimed at producing flexible work concepts which can be translated from one occupational area to another. The workshops are kept nearly tension-free which provides a good atmosphere for vocational training.

722.
Levine, S., and Elzey, F.F. "Factor Analysis of the San Francisco Vocational Competency Scale," American Journal of Mental Deficiency, 1968, 73(3), 509-13.
This article describes the tests used in measuring vocational competency of MRs. An analysis of these tests is also included.

723.
Lillehaugen, S.T. "District Placement Counselors Can Boost Jobs for Handicapped," Rehabilitation Record, 1964, 5, 29-31.
The fact that placement of the handicapped is becoming more difficult makes it mandatory that placement techniques be improved. This article is concerned with the discussion of possible suggestions for coping with this particular problem of placement. This author feels it must be a team effort between vocational counselors and placement counselors.

724.
Lillie, D.L. "The Effects of Motor Development Lessons on Mentally Retarded Children," American Journal of Mental Deficiency, 1968, 72(6), 803-808.
Over a period of 5 months a series of 65 experimental motor development lessons were administered to a group of preschool, culturally deprived, mentally retarded children. Results showed that fine motor profiency was improved through the experimental motor development lessons.

725.
Linde, T. "Social Development for Trainable Retardates," Rehabilitation Record, 1963, 4, 24-27.

A social development program for post-school retarded persons in Milwaukee was described. Participants in the program were taught early to follow a fairly predictable daily schedule. Contract work is brought in by a community agent. Work sessions usually last for one hour, and are supervised by a client supervisor.

726.
Lindemann, T.E. "The Community Workshop--Its Reality," Project News of the Parsons State Hospital and Training Center, 1967, 3(7), 14-19.

Mid-America Rehabilitation Center, Inc., (MARC) is concerned with developing self-respect in the handicapped by training them to perform successfully in the community employment or in a sheltered workshop. Marc's purpose is to prove that handicaps can be overcome and that an essentially rural community can produce enough work to make the workshop self-supporting. The main problem encountered is the difficulty in assessing vocational aptitudes and attitudes of the handicapped.

727.
Lindenblatt, A., and Molls, W. "How Former Pupils of Special Schools for Retarded Children Stood the Test in Life and Job," Praxis der Kinderpsychologic, 1063, 12, 166-173.

This was a follow-up study of retarded students who graduated from the special school in Kreuzberg during the years 1957-1962. On the basis of this study, it was recommended that the final years of special education should include more hand work and homemaking activities. In addition, an increased emphasis should be placed on craftsmanship and vocational training. The ultimate goal of these experiences should be to provide for profitable and stable employment.

728.
Litzinger, W.D.; Regan, W.J.; and Visser, C. "The Dilemma of Workshop Management," Journal of Rehabilitation, 1968, 34(2), 20-23.

A comparison of workshop directors and business managers on 3 tests revealed that workshop directors were less structured, less goal-oriented, and less competitive. The overall findings indicated that workshop directors were most like education administrators and least like sales managers. Future research should identify the desirable attitude mix for workshop directors, the workshop size for the best use of leadership, and the manpower source for directors.

729.
Lobou, R.R. "A Proposed Model for a Comprehensive Vocational Habilitation Program for Institutionalized Mental Retardates," Project News of the Parsons State Hospital and Training Center, 1967, 3(7), 5-14.

Vocational training and employment for the institutionalized MR are fairly recent developments. The program is built around evaluating and developing potential for employment. Before vocational training begins the labor market should be accurately assessed. Local organizations can aid in job placement and adjustment. Adequate follow-up services are essential for successful assimilation into the community.

730.
Lovaas, O.I., "Considerations in the Development of a Behavioral Treatment for Psychotic Children." In: Churchill, D.W.; Alpern, G.D.; and DeMyer, M.K., eds. Infantile Autism. Springfield, Illinois: Charles C. Thomas, 1971, 124-144.

Reinforcement Theory (operant conditioning) has shown to be more successful than any other learning method with 11 autistic or schizophrenic children. Pain was used to suppress abnormal behavior such as self-destruction. In this study emphasis was placed on obtaining language skills and socially acceptable behavior.

731.
Love, H.D. "Comparison of the Occupational Aspiration Level of Mentally Retarded Children in Special Classes with Mentally Retarded Children in Regular Classes," Digest of the Mentally Retarded, 1966, 3(1), 28-30.

An Occupational Aspiration Level Test was devised and given to 20 EMRs in regular classes, 39 EMRs in special classes, and to 40 regular class normals. The children were of common socioeconomic level and from 8 to 12-6 years old. Results showed no significant difference between the MR groups, or between the MR and normal groups, and no relationship between MRs aspiration and his father's occupation.

732.
Lustig, P. "Differential Use of the Work Situation in the Sheltered Workshop," Rehabilitation Literature, 1970, 31(2), 39-42 and 49.

Manipulation of the workshop environment in a sheltered workshop have been successful in modifying behavior and improving job adjustment. The situations are manipulated through speeding up or slowing down of a job, increasing or decreasing the amount of time devoted to an activity, changing the worker's location in the workshop, varying the work relationship from democratic rule to autocratic rule, and varying the personal and nonpersonal stimuli to which the worker relates.

733.
Lustig, P. "Sheltered Productive Work," Project 6 Newsletter (Wisconsin: Community Service Demonstration Project for the Mentally Retarded in Southwestern Wisconsin), 1965, 1(3), 1-3.

Providing work which the handicapped person can do sometimes requires simplifying the work and adding special devices and controls. The most frequent source of work is through subcontracting by way of competitive bidding. Assembly operations are often handled in this way; however, there are many sources and types of work. This article suggests preliminary steps in starting a sheltered workshop.

734.
Luyckz, R.E. "Work Projects," In: European Seminar on Sheltered Employment. Proceedings of the 1959 European seminar on sheltered employment. The Hague, Netherlands: The Netherlands Society for the Care of Disabled, 1959, 69-94.

The success of sheltered workshops is dependent upon finding solutions to economic problems. Two basic questions are: 1. what to produce and 2. how to produce. Guidelines for production are: (1) work projects should be adapted to the handicaps of workers but also should be concerned with facilitating a smooth transition to regular employment, (2) production can be carried through on the basis of contract or on an individual basis, (3) products should compete on the open market.

735.
Lytle, H.G. "Management of the Sheltered Workshop," Journal of Rehabilitation, 1965, 31(1), 30-33.
The responsibilities of the workshop manager were defined in this article. First, it is his responsibility to plan the most efficient means by which the objectives of a workshop can be met. Ultimately, the administrator is also responsible for assessing the effectiveness of this planning. It was recommended that a manager be recruited on the basis of management training and experience rather than a professional specialty such as social work or psychology.

736.
Lytle, H.G. "Pre-Shop Ground Work for Retarded," Rehabilitation Record, 1963, 4, 28-29.
Ten prerequisites are listed which would form the foundation for successful habilitation and placement in private employment. It is suggested that if the home and school would perform these ten tasks before the child enters the workshop, he will make progress faster than he can if these services are provided by the workshop.

737.
McDaniel, J.W. "Rehabilitation Research in State Agencies," Rehabilitation Literature, 1965, 26(3), 66-70.
An interaction model for studying the vocational rehabilitation process was described. The model used an interaction matrix based on 2 broad sets of variables: client variables and program variables. Each variable may and should be analyzed in terms of its own main components. The goal of this study was to refine knowledge and technique in vocational rehabilitation and the improvement of services to disabled persons.

738.
McFall, L.M. "Postschool Adjustment: A Survey of Fifty Former Students of Classes for the Educable Mentally Retarded," Exceptional Children, 1966, 32(9), 633-634.
Interviews were held with 50 former EMRs who were released from classes between the years 1951-1961 due to reaching the legal age. Results of the interviews showed: (1) 30 per cent were working at the time of interview; (2) 30 individuals held odd jobs, 8 worked in factories, and 4 were trained workers; (3) 74 per cent had no training, prevocational or vocational information after school, and (4) only 5 persons made more than $40 a week. The results indicate a need for more extensive programming and training for EMRs.

739.
McGiuney, J.F. "Vocational Educatior for 'Teenagers'", Canada's Mental Health, 1965, 13(5), 14-18.
The Parkway Vocational School in Toronto, Canada is a 7-story building which trains 900 boys, 12½ years and older, and IQs from 50 to 80. At first boys spend only ¼ of their time in a workshop with the rest spent in basic academic studies. However, after a boy chooses an area of concentration, the shop time is extended to ½. Boys are allowed to develop at their own rate during the training. Results show that 14-18 per cent of the boys manage to be journeymen, 25-30 per cent enter occupations related to school training, and 25-35 per cent enter jobs not related to their training.

740.
McGivney, J. "For Boys of High School Age at Parkway Vocational School," Special Education in Canada, 1965, 39(2), 15-17.
A program providing vocational education for boys of high school age who were unsuited for advanced academic education was reported. As the program progresses, there is an increased de-emphasis of academic work and more time is spent in vocational programs. Counselors work with groups in the areas of attendance, social adjustment and general welfare of the student.

741.
McHugh, B.J. "Promoting the Work-Study Program," Pointer, 1968, 12(3), 47-49.
Work programs for EMRs require the cooperation of educators, employers, and parents. The public should be educated through all available media. Employers could even be provided a guidebook.

742.
Madison, H.L. "Work Placement Success for the Mentally Retarded," American Journal of Mental Deficiency, 1964, 69(1), 50-53.
A statistical technique was used to explore the significance of variables related to adjustment outside the institution by MR patients. The sample used in this experiment consisted of subjects receiving temporary discharges from an institution during 1957 and 1958 who could be clearly classified as successes or failures in making outside adjustments, i.e., those receiving permanent discharges and those who were returned to the institution. Thirty-four variables were evaluated. Those variables found significant were work experience prior to institutionalization, classification of patients into middle-grade or high-grade borderline, staff agreement concerning temporary discharges of patients, duration of previous temporary discharge, consistent family contact, and family contact during temporary discharge.

743.
Maginn, D.W. "Employment of Handicapped People." In: Van Relt, J.D., ed. Proceedings of the Fourth Interstate Conference on Mental Deficiency. Melbourne, Australia: Australian Group for the Scientific Study of Mental Deficiency, 1965, 80-83.
Training programs available for handicapped people in Holland have been very successful. The majority of sheltered workshops in Holland are conducted by private organizations with government subsidies. Comparisons between Australian facilities and Dutch facilities are made throughout the article. It is concluded that industries are needed in order to provide employment for MRs and physically handicapped persons. Industrial workshops run by private organizations with business experience are considered the best establishment for training and employing these people.

744.
Malin, A. "Recent Taxonomical Trends in Sheltered Employment for the Mentally Retarded," Journal of Rehabilitation in Asia, 1970, 11(4), 18-20.
The 4 proposed major work or training programs for MRs include: 1. selective placement for individuals capable of functioning independently in semi-skilled, unskilled, or even skilled jobs; 2. Vocational rehabilitation and sheltered workshops; 3. Activity centers; 4. Independent living centers. These programs are delineated according to the degree of mental impairment of the MR but this delineation is not explicitly stated in the abstract.

745.
Malin, Fr. A. "Sheltered Employment for the Handicapped in America," Journal of Rehabilitation in Asia, 1971, 12(2), 32-35.
Sheltered workshops for the MR in the U.S. are still at a relatively early stage of conceptual development. When compared to European programs, they are criticized as unrealistic and inefficient. Roadblocks to American programs include trade union antagonism and increased automation. Innovative features of the American program entail halfway and quarter-way houses. In the half-way house, a counselor is available to help with job placement and personal problems. Residents live in the urban setting and are near to their work. The quarter-way house provides closer supervision for adolescent MRs who are being trained at nearby sheltered workshops. In the South, sheltered work farms are being developed and in other areas the programs involve private industry and government cooperation.

746.
Mann, L. and Nayowith, M. "Their Hands are Made for Helping: Recreation Aid and Associate Program at Buttonwood Farms," Challenge, 1970, 5(4), 8-9.
Moderately and severely retarded adolescents and adults are being trained to work in recreation and rehabilitation programs for MRs. Training lasts for eight weeks and all tasks are assigned commensurate to the abilities of the trainee. After training many MRs can find jobs in mental institutions and rest homes. A program of this nature engenders self-sufficiency in the MR and helps alleviate the labor shortage in service professions.

747.
Marchand, J. "The Place of the Mentally Retarded in the Labor Market," Mental Retardation (Canadian ARC), 1967-68, 17(3-4), 8-10.
The admission of the MR into Canada, where the labor market has openings and where vocational training facilities exist, is discussed. Entry should not be refused to a retarded child and his family when the well-being and care of the child are assured.

748.
Marpet, L. "A Light Factory Shop for Young Adult Retardates at an Occupational Training Center," Digest of the Mentally Retarded, 1967, 3(3), 155-157.
A light factory shop located in an occupational training center is used to teach work skills to EMR boys (ages 17 to 21). The center emphasizes flexibility of curriculum, the establishment of good work habits and training in the wise use of leisure time. Emphasis is placed on discovering the socio-occupational potential of each boy.

749.
Marra, J. "Vocational Rehabilitation." In: Greater Hartford Association for Retarded Children, and Connecticut State Health Department. Improving Teaching Skills for Working with the Mentally Retarded. (Proceedings of an In-Service Training Program for Para-Professional Staff in Day Care Programs for the Retarded in the State of Connecticut). Hartford, Conn., 1967, 108-110.
In Connecticut, the Vocational Rehabilitation Division functions as a unit of the State Department of Education. A major goal is to get clients rehabilitated so that they may return to the community as productive members of society. Assessment, training, job placement, and follow-up studies are part of the program.

750.
Masovic, S. "Society and the Adolescent Retardate." Richards, B.W., ed. Proceedings of the First Congress of the International Association for the Scientific Study of Mental Deficiency, (held Montpellier, France, September 12-20, 1967). Surrey, England: Michael Jackson Publishing, 1968, 628-631.
The complete integration of the retarded adolescent in society is possible only through adequate employment, which requires that present methods of social and vocational training be reorganized and presented more scientifically. Vocational rehabilitation should be more universally available and public awareness of the problems presented by retarded adolescents also must be increased.

751.
Massie, W. "Better Communication for Better Workshop Operations," Journal of Rehabilitation, 1965, 31(1), 23-24.
Adequate communication between the professional workers and the general public is essential to the success of a workshop program. A formula for poor communication is: "under-information multiplied by over interpretation." Good communication practices are cited in the article.

752.
Massie, W.A. "The Evolution of Standards for Sheltered Workshops," Journal of Rehabilitation, 1968, 34(3), 32-33.
U.S. Dept. of Labor began the evolution of standards in 1944 with a pamphlet. Finally in 1967, the National Policy and Performance Council developed standards for use in the conduct of federal grant programs. Standards were tested on 3 workshops and grants were made to some establishments to improve the physical resources so standards would be used as goal objectives.

753.
Match, E. "Extending Vocational Rehabilitation," Pointer, 1968, 13(2), 52-53.
Article discusses low level of MR employment and the limited number of MRs who receive vocational rehabilitation. It has been found that work is central in people's lives but MRs must meet certain standards for employment. One deterrent to vocational success of MR students is their low social skill level which needs to be incorporated more vigorously in elementary and secondary special education programs. Other problems of the programs are variations in class IQ levels, student lack of motivation, community acceptance, employer acceptance, and a lack of adequate counseling and guidance for EMRs.

754.
Matta, G.T. "Vocational Training and the Sheltered Workshop for the Mentally Retarded," Journal of Rehabilitation in Asia, 1964, 5, 52-53.
The evaluation of the retarded person should be made in terms of abilities rather than handicaps. Vocational success depends upon many factors other than intelligence. Placement can be made for MR persons of a low level provided they have had adequate supervision and do not have personality disturbances or severe sensory defects. An early introduction of a counseling and guidance program is more effective in helping the mentally retarded person plan effectively.

755.
Mayer, S.M. "Field Research on Behalf of the Handicapped," Mental Retardation AAMD, 1968, 6(5), 53.

Forty-eight employers who had been interviewed concerning employment of MRs were surveyed in order to investigate the possibility of a negative interview effect. Fifty-eight per cent indicated they had had no change in attitude concerning employment of MRs, one employer indicated positive change, while three indicated negative change.

756.
Mayo, L.W. "Summary of the Report of the President's Panel on Mental Retardation," In: U.S. Department of Health, Education, and Welfare, Secretary's Committee on Mental Retardation. An Introduction to Mental Retardation: Problems, Plans and Programs. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1965, 15-23.

Highlights of the findings and recommendations of the President's Panel were summarized in terms of the following areas: research, prevention, education, vocational rehabilitation, residential care, clinical and medical services, law, local, state, and Federal organization. The estimated cost of care for the 5.4 million MRs involving some 15-20 million family members was estimated at $550 million a year plus the loss of several billion dollars in economic output. The report is a guide for program development and planning in MR on a national level.

757.
"MDPA Project Shows Success in Placing Retarded Trainees," Performance, 1967, 17(12), 8-9.

Two MDTA projects revealed MR young men could be trained in a skilled and hazardous occupation. MRs were trained and employed as meat cutters, wrappers, handlers, and in other associated trades. Ninety per cent of the 65 trainees were employed. Teaching approach was learn by doing, and the safety record was superior to that found in the usual meat cutting course.

758.
Mellon, J.F. "Remuneration of Adult Chronic Mental Defectives in a Mental Health and Professional Training Institution," Revue d' Hygiene et de Medecine Sociale, 1970, 18(1), 115-122.

Since sheltered workshops have come into existence, 3 forms of remuneration have been used. These include: 1. same wage for all except reductions are made for misbehavior; 2. a base wage with augmentations made for amount of work completed; 3. The third and present type is determination of workers' salaries based on a point system. There are the fixed points based on the worker's ability as determined by tests. Points are also determined by the monitor and some points are determined by the type of job. It is suggested that if remuneration is to be effective as a teaching tool, wages should be varied according to work rate and should be varied monthly.

759.
Merachnik, D. "Assessing Work Potential of the Handicapped in Public School," Vocational Guidance Quarterly, 1970, 18(3), 225-229.

Assessment of work potential in a public school handicapped population should emphasize individual diagnosis and avoid grouping into traditional

diagnostic categories. Exploratory work experiences can reveal general work potential and potential skill development. Assessment of work potential should be based on knowledge of the labor market and job opportunities. Successful job placement may involve convincing the employer of the student's ability to carry out the job.

760.
Merritt, T.E. "Influencing the Employer to Hire," Journal of Rehabilitation, 1963, 29, 12-14.
A program sponsored by the Memphis Goodwill Industries was described. It was felt that this plan would greatly accelerate successful permanent placements of severely disabled persons in private industry. A solicitor is used to make personal contact with the employer when placing an MR. Results of this program are described in the article.

761.
Miles, B. "Preparing the Educationally Subnormal for Citizenship," Nursing Times, 1965, 61(44), 1491-1492.
A program designed to prepare 66 institutionalized EMR boys for social and vocational self-sufficiency was reported. The principle aim of the total program was to give confidence to the boys. The program of teaching basic functional skills proved successful in that 72% of the students obtained steady employment.

762.
Miller, A.P. "Small Business Enterprises Program--A Unique Experiment." In: United Cerebral Palsy Associations. Selected Papers from Professional Program Segments of United Cerebral Palsy's Annual Conference, held in Houston, Texas, March 21 -23, 1968. New York, New York, 1968, 43-48.
"Small Business Enterprises," a vocational rehabilitation program, has provided business training for the cerebral palsied for 2 years. After a 1-year training period, an individual is offered the opportunity to be set up in an independent business. The purpose of the program was to discover the ability of cerebral palsied persons to operate a business. In general, good customer reaction was noted and excellent motivation was demonstrated by the participants.

763.
Miller, G. "Overcoming Difficulties in Job Placement for the Mentally Handicapped," Welfare Reporter, 1970, 21(2), 20-26.
Nearly 50% of the nations retardates are of employable age, many with skills and aptitudes which can make them valuable employees. Employability of these individuals is affected by the attitudes of educators, employers, parents, and retardates themselves. Employer attitudes frequently depend on their own educational level, size of organization, and length of time retardate is on a job also affects employer's attitude.

764.
Miller, M. "Junior High Occupational Education Program," Pointer, 1968, 13(2), 43-44.
The objective of an occupational education program in Clark County Public Schools (Ohio) for slow learners (IQ 50-75, CA 16-19) is the development of habits and attitudes which are necessary to hold a job. During job

training students fulfill jobs around the school. Job placements in the community are made jointly by counselor, teacher, and employer. Employers are encouraged to discuss any problems with the school, and these suggestions are then incorporated into the adjustment program.

765.
Miller, M. "Roof for the Retarded," Jerusalem Post, April 18, 1966.
The articles discusses the aims and method of raising funds for a new sheltered workshop and dormitory hotel for the MR. The aims of the sheltered workshops are to prepare trainees, ages 16-30, through the acquisition of simple manual skills for the general work market and to provide them with experiences in traveling on public transportation.

766.
Mink, Oscar G. "Learner-Oriented Instruction," Journal of Rehabilitation, 1971, 37(4), 25-27.
There are 3 key concepts to learner-oriented systems. 1. Must aid clients in developing higher internal control expectancy, since this will help in job proficiency and success; 2. teaching and counseling which enable client to become more self-directed; 3. the development of a systematic design of several vocational skill development steps which would end at a certain set of performance criteria representing a set of job skills for a given role.

767.
Mirskii,S.L. "Qualitative Evaluation of Remedial School Students' Work Habits." In: D'yachkov, A.I.; Rozanova, T.V.; and Yashkova, N.V. Methods of Studying Anamolous Children. Moscow: Prosveshahenie Press, 1965, 110-114.
This study stresses the need for evaluating work habits of remedial school students in creating vocational education programs. The authors used a rectangle test for evaluation purposes. Students were asked to trace the imperfect rectangles on paper and then draw correcting lines. Results of MRs were compared with regular students' results.

768.
Molloy, D.R. "How Can Sheltered Employment Be Made A More Economic Proposition," Rehabilitation in Australia, 1970, 7(2), 3-8.
For sheltered workshops to be efficient and economical, management must have a fully professional approach and not be oversympathetic. Employment is generally long-term. Work force should not be more than 20% MR. New employees should be placed on a trial period of employment. In essence, the sheltered workshops should follow commonly accepted management practices of other businesses.

769.
Monaghan, A.E. "Junior High Achievements," Pointer, 1968, 13(2), 41-42.
Junior-high special education students achieved success in a program that emphasized vocational as well as academic training. Over the past 5 years, 15 graduates have government jobs, one works in a service station, 6 have licenses to operate business machines, and one has a business school diploma.

770.
Mooney, B. "Where Work Is Real But Sheltered," Times Educational Supplement, 1970, January 9 (2851), 18-55.
In a sheltered workshop for EMR school leavers in England, the subjects receive pay for their factory-contracted work. A factory-type atmosphere is maintained, which calls for adherence to work schedules, responsibility, concentration, and standards of workmanship. Employment is later secured for virtually all trainees.

771.
Mordock, J.B., and Feldman, R.C. "A Cognitive Process Approach to Evaluation Vocational Potential in the Retarded and Emotionally Disturbed," Rehabilitation Counseling Bulletin, 1969, 12(3), 136-143.
Traditional intelligence and personality tests have been unable to point to the perceptual factors which make for adequate vocational adjustment. Research in the last few years has led to the discovery of highly stable patterns within different individuals for discovering and processing information. This discovery may prove to be very helpful in the future.

772.
Morgan, J.M. "Productivity of the Individual," Rehabilitation in Australia, 1969, 6(3), 5-7.
Sheltered workshops should have a realistic work environment and should emphasize the reduction of costs and improvement of individual output. To cut control costs, supervisors could be obtained from among some of the disabled workers who actually produce goods part of the day. To improve individual productivity, work contracts must be continuous and of a high volume. Training must be adapted to the individual and so must the method of performing the work. Consideration should be given to automation and incentive payment schemes.

773.
Morley, K.G. "Training the Handicapped Adult," Teaching and Training, 1968, 6(2), 38-43.
Adult training centers for MRs should include sheltered workshops in order to maintain a balance between social and work training. The centers would provide social and work habit training, and when trainees reach an acceptable level of social competence, they should work in the sheltered workshop, wage-earning factory, and have an opportunity to move eventually to open employment.

774.
Morris, E.J. "A Scientific Approach to the Assessment of the Effectiveness of Training Programmes and Learning Potential of the Mentally Handicapped," Teaching and Training, 1969, 7(2), 34-41.
At the Fosse Industrial Unit (England) trainees are assessed and grouped according to their needs and abilities. Training is provided in industrial education, social and personal habits, communication, and outdoor activities. Assessment tools include the Gunzberg Progress Assessment Charts (an abilities analysis, and a rate of learning analysis) and achievement levels in the training areas.

775.
Mosier, H.D., Jr.; Grossman, H.J.; and Dingman, H.F. "Physical Growth in Mental Defectives," Pediatrics, 1965, 36 (3-part 2), 465-519.
Anthropometric studies were done on 2,472 mentally defective resident patients at Pacific State Hospital. Ten body dimensions were obtained and the presence or absence of secondary sex development was recorded. Results seemed to indicate brain injury causes a general stunting of growth.

776.
Muehlberger, C.E. "Civil Service Employment Opportunities for the Educable Mentally Retarded in New York State," Digest of the Mentally Retarded, 1967, 3(3), 174-177.
Civil Service is one area of unskilled and semi-skilled employment with appropriate opportunities for the well-trained retarded person. Most opportunities exist in the areas of messenger, cleaner, detention attendant, food service helper, and similar jobs. Hiring procedures for these positions are described.

777.
Muller, V. and Lewis, M. "A Work Program for the Mentally Retarded Students," Journal of Secondary Education, 1966, 41(2), 75-80.
This article presents purposes, methods, and resource materials of a work training program for EMR pupils in a Salinas, California high school. The program has been developed to prevent dropouts, train students to hold employment, to provide for a smooth transition from school, and to utilize community facilities in providing training. It has been found that students make greater gains in academic subjects while on work training.

778.
Murray, M. "Rehabilitating the Mentally Subnormal I. Occupational and Social Training," Nursing Mirror, 1971, 132(2), 32-33.
Providing an occupation for the MR is necessary for the development of self-respect, learning, and elimination of frustrations. Jobs help the MR become a part of the community and help satisfy the MRs physiological and psychological needs.

779.
Mushkin, L. "Establishing and Financing a Workshop, Part II," Digest of the Mentally Retarded, 1964, 1, 86-89.
Additional suggestions for establishing a workshop were given in the concluding portion of this article. Guidelines for program planning were emphasized. The intent of the vocational training experience is to provide an opportunity for the MR to develop competency for actual job placement.

780.
"National Rehabilitation Council Formed by HEW," Physical Therapy, 1966, 46(8), 892-894.
A National Policy and Performance Council has been created to promote the improvement of the nation's rehabilitation facilities and workshops for mentally and physically handicapped persons. In addition the council will provide standards and make recommendations which will assist in the allocation of funds to rehabilitation facilities.

781.
Nayowith, M.H. "A Proposal for Training Educable Mentally Retarded Adolescents and Adults for Roles as Physical Education Recreation Aides and Associates," American Corrective Therapy Journal, 1970, 24(4), 115-117.

Jobs which can be properly programmed, sequenced, and supervised can be taught to EMR adolescents and adults. The Buttonwod Recreation Aide and Associate program involved a group of EMRs in the assisting of daily activities at a camp for handicapped children. Activities ranged from grounds and kitchen work to help with eating, toilet training, and exercise training. It is assumed these trained individuals might find a semi-independent position in a rest home or institution.

782.
Needle, B.L., and Greentree, J. "Another Fareham Experiment," Teaching and Training, 1970, 8(1), 21-25.

Money concepts were taught to teenage women from ESN schools by devising a series of very simple instructional steps and using a very repetitious presentation. Initially, the subjects did not comprehend the value of money, how to make change, or the concept of comparative value.

783.
Neff, W.S. "Automation's Effect on the Handicapped Worker," Rehabilitation Record, 1963, 4, 14-17.

There is no real certainty as to what effect automation will have on the handicapped, mainly because the introduction of such machines is too new and the entire process of automation is too unevenly applied in industry. The MRs tend to enter the unskilled occupations, which comprise a stadily reducing proportion of the total labor force; they have limited educability and considerable limitations in adaptability.

784.
Neff, W.S. "Training and Recruiting Workshop Personnel," Journal of Rehabilitation, 1965, 31(1), 50-51.

Trained personnel is the critical problem of workshops and rehabilitation facilities in the United States. As of late, there has been a growing movement of using professional persons in industrial capacities as foremen because they can easily pick up the techniques and already have the professional knowledge of counseling, etc. Several universities are establishing programs for training workshop managers and administrators in an effort to alleviate the shortage.

785.
Nelson, N. "Industrial Operation of the Sheltered Workshop," Journal of Rehabilitation, 1965, 31(1), 38-41.

This descriptive article discusses work as an important rehabilitative tool. From this assumption the role of the workshop can be realized. The author stresses communication and control as necessary elements in achieving the goals of the workshops. A number of control devices are listed as essential for an efficient operation of the workshop.

786.
Nelson, N. "The Planning for Workshops for the Handicapped," Rehabilitation Literature, 1969, 30(3), 71-73, 80.

Planning of a workshop should begin with a written plan which states

the objectives and characteristics of the program. In addition the plan should state future courses of action, geographic area to be served, the needs of the handicapped, and the expenditures necessary to fund the program. Thorough planning will aid the organization in securing support from public and private agencies.

787.
Neuhaus, E.C. "A Unique Pre-Vocational Program for Educable Retardates," Mental Retardation, 1965, 3(4), 19-21.
The primary goal of the training program, described in the article, was the evaluation of employment of the MR in normal competitive industrial and commercial settings. EMRs received 3 hours of vocational training on electronic assembly contracts and the rest of the day was spent in special classes for academic instruction. Criteria for admission in the program required a person to be between the ages of 15-18, and IQ between 60 and 80, no convulsive disorders, and no serious emotional problems. Of 15 students in the program in 1962-63, 5 male retardates could not adjust and 10 made excellent progress. The pre-vocational program seemed to be significantly successful in preparing EMRs for work situations.

788.
Neuhaus, E.C. "Audiovisual Job Training for Mentally Retarded," Rehabilitation Record, 1964, 5, 32-35.
Twenty-five MRs were placed in a program which used audiovisual materials to teach job skills needed in an electronic assembly plant. Preliminary reports revealed the participants were unanimous in preferring the audiovisual training methods over traditional ones. Since then the research project has been extended to the programming of other skills for training projects.

789.
Neuhaus, E.C. "Training the Mentally Retarded for Competitive Employment," Exceptional Children, 1967, 33(9), 625-628.
A 3-year study was done to determine the feasibility of employing EMRs in competitive work situations. Twenty-nine EMRs were given appropriate vocational training and then placed on either an industrial or commercial job at Abilities, Inc. Sixty per cent of the EMRs were average or above in their work performance; social adjustment was much improved and some notable successes were made by individual subjects. Prior sheltered workshop experience seemed to have a detrimental effect on job success in the competitive situations.

790.
Ney, B. "Community Transitional Adjustment Program for MR (HIP)," Project News, 1966, 2(4), 5-6. (From the Parsons State Hospital and Training Center).
Individual and group counseling are being used in the Hospital Improvement Program (HIP) project to work with vocational, social, and personal problems. Social adjustment, sex and hygiene, habits and attitudes for finding and keeping a job, budgeting, community shopping, and social activities are all part of the program.

791.
Ng, M.N. and Van Cleef, L.E. "Vocational Rehabilitation Potential in Mildly and Moderately Retarded Patients," California Mental Health Research Digest,

1969, 7(3), 145-146.
In order to devise a test to assess success potential of mildly and moderately MRs enrolled in a vocational rehabilitation workshop, 3 groups were administered 3 test batteries which included nail inspection and collating. Mean scores for each test item were determined on the basis of scores achieved by 39 subjects who attended the workshop and 12 subjects who were dropped from the program. Results showed that ability in nail inspection or collating, and/or passing at least 8 test items correlates with workshop training success. However, subjects with behavior problems cannot be tested accurately.

792.
Nicolls, R.R. "Children With Learning Difficulties," Teaching and Training, 1966, 4(4), 107-109.
Disabilities and basic considerations of an educational program are listed for brain injured children (visual or auditory impairment or both) in a TMR school in Great Britain. Characteristics of these children are listed along with program recommendations reflecting these characteristics.

793.
Nimbkar, K. "Occupational Therapy for the Mentally Retarded," Journal of REhabilitation in Asia, 1964, 5, 45.
Occupational therapy can be beneficial for the younger mentally retarded children as well as adults. Observations have shown that it can play a major role in institutional planning. It can be used to teach independence as well as successful experiences to the children.

794.
Nitzberg, J. "An Adult Home Program?" Journal for Special Educators of the Mentally Retarded, 1970, 6(2), 92-95.
A tentative residential plan for workshop trainees is presented since parental and family conflicts, increasing independence, and family deaths force some MRs to find a place to live. One plan is a parent-landlord system where parents of other MRs act as foster parents or simply rent MRs a furnished room. These parent-landlords could probably be subsidized by authorities through monthly grants.

795.
Nitzberg, J. "Functions of Sheltered Workshop Supervisors (shop teachers)," Journal for Special Educators of the Mentally Retarded, 1971, 7(2), 86-89.
Sheltered workshop supervisors function as teachers of work skills that are appropriate for retardates. In addition, they act as evaluators, liasons to parents, and as program directors. Supervisors perform all of these functions plus those of taking responsibility for individual client relationships and taking greater responsibility for evaluation. Senior branch workshop supervisors manage the branch workshops and also perform the functions of a workshop supervisor.

796.
Nitzberg, J. "Training and Counseling Retarded Adults," Canada's Mental Health, 1966, 14(15 & 16), 14-20.
This article discusses 10 major problems involved in counseling retarded adults in a sheltered workshop. Some of these problems include acceptance

of the retarded trainee by the worker, apparent helplessness and dependency of the trainee, and development of work attitudes, social skills, and a self-image. Even though a counselor may think a case is "closed," the client will probably return for help when other problems arise.

797.
O'Harra, Edwin A. "Using Pay to Change Mentally Retarded Students' Work Behavior," Teaching Exceptional Children, 1970, 2(4), 163-169.
In-Class Work-Study program for MR high school freshmen, sophomores, and juniors at Del Campo High School, Fair Oaks, Calif. tested effectiveness of operant techniques to teach work and social skills necessary for good job performance. Also tested usefulness of monetary payments as incentives for skill acquisition. Ten MR boys participated in 20-week program. Pay factor proved to be critical in providing realistic work setting and made a significant difference in quantity and quality of work production. Overall production rate increased by 40% during the paid period.

798.
Ohio, Planning and Grants Bureau. "A Working Future," MR Highlighter, 1967, 1(3), 1.
Programming for the educable and trainable MR in Ohio combines academic with work skill routines. Working time for the EMR is increased gradually until the final year, which is devoted primarily to "on-the-job" training. While work skills and social adjustments are emphasized for the TMR, academic training is given to the limit of their individual abilities.

799.
Olshansky, S. "Behavior Modification in a Workshop," Rehabilitation Literature, 1969, 30(9), 263-268.
In a workshop setting, an atmosphere can be created in which a client will want to change himself. This comes about through self-respect acquired from making decisions and working like an adult. Length of stay should be flexible according to clients and punishment for rule violations should depend on the frequency and personal characteristics of the client. Fear of failure must be overcome with simple tasks and continued success. Factors which the workshop cannot control are temporary lack of interesting tasks, changes in shop tension level, rapport between staff and workers, previous experiences of the MR, family interference, and society's attitudes.

800.
O'Toole, R., and Campbell, J. "A Situtational Approach," Journal of Rehabilitation, 1971, 37(4), 11-13.
Situational adjustment refers to the ability by a person to assess and meet the demands of a situation. Then the individual turns himself into the kind of person demanded by the situation. In order to have a work situation which not only trains the client but also helps him to adjust to differing situations, there must be a realistically patterned work setting. In addition, there needs to be a counselor available for support during the training period. The ability of the agency to provide varied placement for clients also helps in motivating the clients during training.

801.
Ou, K.V. and Snyder, H.J. "Project Work-Out: An Experimental Approach in Training the Mildly Retarded as Institutional Attendants." In Ayers, G.E., editor. Innovations in Vocational Rehabilitation and Mental Retardation. Washington, D.C.: American Association on Mental Deficiency, 1969, 28-32.
Project workout was designed to train 75 community-based EMRs at the Woodbridge State School. Trainees received 8 months of instruction in housekeeping and resident care. A total of 80 skills needed to be mastered before trainees could be employed as custodians, institutional attendants, or nurse's aids. Discussions and audio visual materials were used to minimize reading and writing difficulties. Thirty graduates are now employed as Institutional Attendants with a starting salary of $4500.

802.
Parish, M. "Creating a Garden," Teaching and Training, 1968, 6(1), 13-15.
The making of a garden at the Rugby Adult Training Centre helped MRs to learn the rudiments of gardening tool use, living together, and respect for the work of others. MRs assumed responsibility for a variety of gardening activities.

803.
Parker, W.E. "Department of Labor and Mental Retardation," Mental Retardation in Illinois, 1968, 2(2), 21.
The Illinois State Employment Service (ISES) has found it possible to place successfully an increasing number of MRs in competitive employment by concentrating on the MR's abilities rather than his disabilities. The federal government initiated a program of employing the MR in suitable jobs in 39 federal agencies. The Division of Vocational Rehabilitation certifies the MR's employment readiness. Then the Federal Civil Service Commission tries to place them in employment.

804.
Parnicky, J.J.; Kahn, H.; and Burdett, A. "Preliminary Efforts at Determining the Significance of Retardates' Vocational Interests," American Journal of Mental Deficiency, 1965, 70(3), 393-398.
This paper described a Vocational Rehabilitation Administration sponsored project to standardize and validate a reading-free technique for measuring vocational interests and knowledge of retardates in job areas for which they have potential and to which they can realistically aspire. Preliminary data suggest that the type of program in which the retardate is placed (i.e., school, sheltered workshop or institution) sufficiently influences the scores attained so as to require special consideration in establishing norms and in counseling.

805.
Parson, R.L. and Moore, J.C. "New Wine in Old Bottles," Rehabilitation Record, 1967, 8(2), 1-6.
The findings of a project at Arkansas State Hospital indicate that using a feasibility criterion as a basis for accepting or rejecting MR, mentally ill, or alcoholic custodial clients for rehabilitation services should be re-evaluated. Current methods are described and alternate recommendations are made.

806.
Patterson, C.H. "Brain Damage and Vocational Rehabilitation," Journal of Rehabilitation, 1965, 31(3), 24-26 and 43-44.

Vocational rehabilitation was discussed relative to brain damage resulting from trauma, infection, or surgical intervention leading to permanent psychological residuals. Psychological characteristics of the brain-damaged were discussed. Guidelines of vocational rehabilitation included maintenance of acceptance, understanding and a non-threatening atmosphere, involvement in activity, availability of thorough multi-disciplinary evaluation, delayed definite and permanent vocational choices until the condition has stabilized, provision of work trials, availability of sheltered work opportunity, and full development of assets.

807.
Patterson, C.H. "Methods of Assessing the Vocational Adjustment Potential of the Mentally Handicapped," Training School Bulletin, 1964, 61(3), 129-152.

The increasing attention and concern being directed toward the vocational rehabilitation of the mentally handicapped has led to a study of methods of evaluating their vocational potential. In addition to the use of standardized tests of aptitudes, the work sample and work evaluation methods have been applied in a number of studies. The general attitude has been that standardized tests are inadequate and that the work sample approach is a better method of assessing aptitudes.

808.
Payne, J.S. and Chaffin, J.D. "Developing Employer Relations in a Work Study Program for the Educable Mentally Retarded," Education and Training of the Mentally Retarded, 1968, 3(3), 127-133.

Sound relationships with community employers are basic to vocational training programs for MRs. Honesty in presenting the employee to the employer is essential and can be accomplished by describing the limitations without the actual label of MR. The importance of the employer's role in giving frequent compliments on any improvement noted in the employee should be emphasized.

809.
Payne, R. "The Subnormal Motorist," Journal of Mental Subnormality, 1964, 10(18), 49-52.

The problem of whether or not MRs should drive a motor vehicle was discussed. The importance of keeping in mind the criteria which prevents one from obtaining a license in Britain was stressed. Reading, writing, and intelligence were not used as general criteria although intelligence is a major factor in road safety. This article is an exploration of proper criteria for obtaining a motor vehicle license, particularly where MRs are concerned.

810.
Peck, J.R. "The Work-Study Program--A Critical Phase of Preparation," Education and Training of the Mentally Retarded, 1966, 1(2), 68-74.

Work-study programs for MR adolescents, in which the youths are trained intensively for adult roles in the classroom and on the job, are critically important in the education-habilitation process. A major advantage of

work-study program is that it permits an assessment of the pupil's problems in adjusting to work and provides an opportunity for correlating school and work-training activities. Three important dimensions which become dominant areas in the MR's life are: vocational adequacy, sociocivic adjustment, and self-concept development. Habilitation must be aimed at developing these dimensions.

811.
Pedrini, D.T.; Krusen, M.M.; and Lavis, L.W. "Habilitation At A State School for the Retarded," Psychiatric Quarterly Supplement, 1967, 40(1), 37-44.
A 6-level habilitation ladder is being used at Glenwood State Hospital-School, Iowa to provide a better classification method for planning long-term progress for the residents. Six levels are presented. IQ, chronological age, school achievement, physical characteristics, personality, and work records are considered in determining the level of each resident. Periodic re-evaluation by the "therapeutic team" allows the resident to climb the habilitation ladder as he progresses in his abilities.

812.
Pembroke, J.D. "Retarded Keep Pace with Jet Meal Service," Manpower, 1969, 1(3), 22-23.
For several years, Sky Chief, Inc., an airline catering firm, has been successfully hiring and training MRs as food assemblers, third bakers, cafeteria busboys, and etc. The company maintains close cooperation with parents and relatives. Parents are encouraged to visit the company and observe whether the MR might be laboring under some confusion or misunderstanding. Although MR employees take longer to train, they are consistently competent, reliable workers once they master a job. MRs have less absenteeism, lower turnover, and are no greater safety risk than other employees.

813.
Pennington, W.R. "Partlow Notes Success in Special Programming," ICRH Newsletter, 1968, 3(8), 1 and 3 and 4.
A program of neuro-motor training for the profoundly, severely, and trainable MR teaches not only coordination but an awareness of various body parts and their relationship in space. Space exploration activities are encouraged by musical games, calisthenics, exercises requiring use and naming of specific body parts, and movements into and out of designs placed on the floor.

814.
Penrose, L.S. "Dermatoglyphics in Mosaic Mongolism and Allied Conditions." In: Geerts, S.J., ed. Genetics Today, Vol. 3. New York: Pergamon Press, 1965, 973-980.
Dermatoglyphics were considered to have a relatively high diagnostic value in mongolism. Results of a study are given.

815.
Perry, H.W., and Morris, T. "The Special Education Placement Specialist: A New Image in Special Education Personnel." Journal of Learning Disabilities, 1968, 1(12), 739-741.
Placement of the MR into special class is facilitated through the use of a placement specialist who "bridges the gap" between school psychologist,

teacher, parents, and child. Efforts are made to effect as smooth transition as possible for the child to the special class.

816.
Perry, S.E. "Some Theoretic Problems of Mental Deficiency and Their Action Implications." In: Philips, I., ed. Prevention and Treatment of Mental Retardation. New York: Basic Books, 1966, Chapter 21, 349-386.
In order to make progress in the study of MRs there is a pressing need for a fundamental reconceptualization which should begin with a redefinition of MR. The general recommendations of the article are to quit viewing retardates as members of a homogenous category and begin considering them as individuals with all their complexities.

817.
Phillips, C.J. and Bannon, W.J. "The Stanford-Benet, Form L-M, Third Revision: A Local Study of Norms, Concurrent Validity and Social Differences," British Journal of Educational Psychology, 1968, 38(2), 148-161.
The Stanford-Binet (S-B), Form L-M, is analyzed in terms of norms, concurrent validity and social influences in Birmingham, England, to determine its application in measuring the intelligency of British children. Results showed the test correlated highly with academic achievement and it is felt that it is greatly influenced by verbal abilities which distinguish social classes. The norms of the S-B do not apply to the population of British children and its concurrent and predictive validities are restricted to a narrower range of learning materials than those for which it is often used.

818.
Philo, M.J. "Notes From a VAC in Texas," Digest of the Mentally Retarded, 1966, 2(3), 152-153, 156.
A review of the cooperative program between special education and vocational rehabilitation for EMRs at San Marcos High School (Texas) and impressions of a Vocational Adjustment Coordinator were presented. The program's operational framework involves placing junior high school EMR students who are ready for referral to vocational in a vocationally oriented curriculum. When students have completed the program they receive a special high school diploma.

819.
Pierce, M.L. "A Life-Adequacy Curriculum for the Adolescent Educable Retarded," Digest of the Mentally Retarded, 1966, 2(2), 84-85 and 120.
Need for a sound occupational training curriculum for the EMR adolescent who is near or at the "drop-out" age in school is expressed. Studies of job placement for the MR show that they more often lose their jobs for poor work habits, attitudes, and interpersonal relationships than for inability to do the work task required. A curriculum designed to help the adolescent overcome these specific weaknesses is advocated. Because of these features, teachers must constantly consider the practical rather than the ideal.

820.
"Place of the Mentally Retarded," British Medical Journal, 1967, 3(5565), 567-568.
An IQ of 70 has been internationally accepted as the lower boundary for normal intelligence. Consequently, as much as 1.5 per cent of a population may be subnormal. Most of these MR subjects function as an integral part

of society. Although the number of severely retarded is decreasing, the number of hospitalized MR subjects is rapidly increasing. Rehabilitative units working energetically could rapidly reduce this trend.

821.
Platt, H. "Automation in Vocational Training and Rehabilitation of Mentally and Emotionally Handicapped Adolescents," Forum, 1967, 3(2), 93-100.
An evaluation was made of 4 teaching methods of MRs: the automated, the conventional, the integrated, and the programmed lecture. MRs with chronological ages of 12-20 and IQs from 70-90 were used in the study. The results suggested that programmed instruction can enhance prevocational training of MR and the emotionally handicapped. The machine method was the weakest method of the four.

822.
Platt, H. "Teaching Machines Working Well With Retarded Students," Rehabilitation Record, 1965, 6(5), 25-27.
Five autoinstructional machines used in an exploratory research project were described. These devices present to the EMR and other handicapped supplementary vocational training in the form of sequential graduations using cueing, repetition, and reinforcement. The machines and their descriptions are provided in the article.

823.
Porter, R.B. "If Not Special Class, What?" Training School Bulletin. 1968, 65(3), 87-88.
A plan is submitted for ½-time enrollment in a special class of MR which offers advantages both to students and teachers. Students can be together for basic instruction, and with peers for personal and social adjustment.

824.
Posner, B. "Five Days as a Retarded Laundry Worker," Rehabilitation Record, 1966, 7(3), 1-5.
The author describes his experiences while masquerading as a MR worker in an industrial laundry. Reactions of workers to a MR ranged from sympathy to scorn, patience to impatience, and studied attention to studied neglect. His conclusions were the following: MR workers are accepted first by semi-skilled and low skilled, last from supervisors, MRs have a high tolerance for repetition while normals don't, supervisors value a worker's willingness, the line supervisor must be convinced that a MR worker can maintain production level.

825.
Posner, B. "The Mentally Retarded at Work: Today and Tomorrow," Rehabilitation and Health, 1969, 7(1), 8-10.
Employers are finding MRs to be dependable in lower skilled jobs. Of those rehabilitated under state-federal programs, 1 in 10 is MR as compared to 1 in 20 five years ago. Also 90% of the 4,000 MR on federal payrolls are performing well--failure tends to result from inability to cope with leisure time. Studies of MRs reveal that: 1. MRs hold a job for fear of not finding another one; 2. MRs wages have kep pace with non-MRs for the first 10 years of work; 3. MRs try to appear normal; 4. MRs need

someone to confide in and to provide emotional support; 5. MRs are just barely succeeding; 6. Job training must be accompanied by total living programs.

826.
Posner, Bernard, "They Did Not See Me," Rehabilitation in Australia, 1971, 8(1), 28-29.
Author posed as MR worker seeking employment. Called 12 employers of different kinds in a western U.S. city. Results: 1. No out-and-out rejection because of being retarded; 2. Was no doubt that as an MR he was able to work at something; 3. Was no doubt about the kinds of lesser skilled work he was able to do. Employer degraded and dehumanized potential MR employee by talking about him in his presence as if the MR weren't present. Basic questions were all addressed to rehabilitation counselor.

827.
Posner, B. "Why Employers Say "Yes" in Kansas City," Special Report: Fresh Views on Employment of the Mentally Handicapped, August, 1970, 3 p.
A special 3-year project of training and placing MRs in Kansas City has achieved notable success: approximately 164 employers agreed to train MRs; only 1 of 450 MRs left the program during that time; and a follow-up study several months later revealed 95% still employed. The program thoroughly involved employers in the training and feedback material on the trainees was supplied to employers. The results were employers' realization of the MRs potential, greater employer involvement in the program, and nearly complete success for the MR.

828.
Power, F.R. "Rehabilitation 1954-1964--Selected States," Journal of Rehabilitation, 1964, 30(5), 30-31.
Because of legislation, rehabilitation has been raised to a new role of national prominence in health and welfare but the extent to which state agencies have been able to take advantage of the support programs varies from state to state. This paper describes major developments in this area in a number of states.

829.
Pratt, E.C. and Farr, J.R. "A Work-Study Program for Rural Mentally Handicapped Youth," Focus on Exceptional Children, 1969, 1(5), 6-9.
A rural work-study program for three Iowa counties provided the MR an opportunity to develop to his potential and live in the community after a basic three-year curriculum. The MR enters the program at age 16, receives individually geared instruction, may attend some normal classes, and graduates with his normal classmates. The vocational adjustment coordinator finds training and job openings, and is available for counseling. Of 119 students employed with 74 employers since 1964, only 12 have failed due to poor work habits, inability to get along with fellow employees, or loss of driver's license. This article includes some guidelines for establishing a MR work-study program.

830.
Preaut, R. "Problems of Socio-Integration and the Future of the MR," Sauuregarde de 'l Enfance, 1965, 20(1), 150-178.
A study of the problems and values of work experience for the MR was

reported. Concern was expressed over the negative view of society toward the MR and stress was placed on the positive qualities of docility, innocence, and faithfulness in the MR. Conclusions were drawn in terms of degrees of retardation when discussing work for the MR. The EMR can acquire social autonomy with paid employment under guidance; the TMR can attain a certain degree of self-sufficiency under supervision and protective guidance; and the SMR must be kept separated from society and among people like themselves, if they are to achieve adjustment to their limitations.

831.
"Predicting Success for Mentally Retarded Adults," Research and Demonstrations, (Research Utilization branch, Social and Rehabilitation Service) 1970 (August), 4(1).

IQ tests cannot be used with any precision in predicting the success of an MR, nor can success be reliably predicted on the basis of personality measures. The predictive efficiency of test and rating measures is highest for the next phase in training, reduces sharply to later phases, and is near zero at termination of training. Research findings indicate social maturity ratings predict readiness for advancement in training; social and vocational training improve community adjustment of the MR; and high-level clinical judgments are more predictive of MR success than individual test scores. Assessment data should be used as a measure of an MR's present status rather than of his future performance.

832.
Prescott, J. "A Place for Slow Learners," American Vocational Journal, 1968, 43(9), 49-50.

A gainful employment program for home economics special class students emphasized child care and provided a place where the girls were trained to work with children under supervised conditions. During the first semester, special education girls were trained in nursery schools and attended classroom instruction. During the second semester, the girls worked in nursery schools and helped to direct activities, clean, and supervise. At the close of the program, slow learners seemed more confident and had gained some job preparation.

833.
Price, I. "Notes on the Training of Mentally Handicapped Adults," Teaching and Training, 1967, 5(2), 54-55.

The article suggests five ways in which training programs for MR adults can be enhanced through thoughtful planning and programming.

834.
Price, I.J. "The Training Centre, V. The Industrial Training and Social Education of Subnormal Adults," Journal of Mental Subnormality, 1967, 13(24), 41-44.

In a comprehensive rehabilitation program both industrial work and social education can continue without interfering with the effectiveness of either program. Working on industrial contracts demands discipline and care on the part of the trainee, involves cooperation between trainees, and requires several other social skills--all of which become part of his social education.

835.
Pritchard, D.G. "Education and the Handicapped--A Historical Survey," In: Boom, Alfred B., ed. Studies on the Mentally Handicapped Child. London: Edward Arnold, 1968, Chapter 1, 1-13.
This chapter explains the chain in emphasis from institutionalizing MRs, concentration on trade training, and overemphasis on religion to an emphasis on educating MRs in the twentieth century. Local governments have taken over the care of MRs. Today, there is a need not only for more special schools for EMRs but also a need for specially trained teachers.

836.
Prytherch, H. "The Adult Training Centre," Teaching and Training, 1966, 4(4), 103-107.
The purposes and activities of adult training centers are presented. The purposes are two-fold: (1) to train MRs to fit into the community or (2) to train MRs to be self-sufficient and functional within the center. These purposes can be realized through: (1) raising standards of admission, (2) improving the staff standards (3) selecting and utilizing industrial work on the basis of value to the trainee, (4) emphasizing education rather than occupation, and (5) teaching social, physical, and domestic education.

837.
Pumo, B.; Sehl, R.; and Cogan, F. "Job Readiness: Key to Placement," Journal of Rehabilitation, 1966, 32(5), 18-19.
Results are presented of a job-readiness clinic for the handicapped which includes MRs. There were 6, one-day sessions extending over a four-week period with three job-finding field sessions. Subjects were taught how to select, locate, and maintain suitable employment. Results indicated that 9 of the 11 clients secured employment and that the clients showed a marked change in attitude and approach to their placement possibilities. Follow-up studies are being conducted to determine levels of success.

838.
Rae, W.J.W. "A Training Centre in Aberdeen," Special Education, 1966, 55(4), 7.
A new senior occupation center to be opened December, 1967, in Aberdeen, Scotland, will focus primarily on training. A 3-tier system includes: programs for open employment, social and job training for employment within the center, and training for the most severely handicapped persons who qualify for admission. Seven related areas of vocational training will be provided.

839.
Rasmussen, W.D., Jr. "Cosmetology--A Glamor Career for Retardates," Rehabilitation Record, 1970, 11(5), 1-4.
A pilot program in St. Louis, Missouri, has provided a pattern for training MRs to be successful beauty operators. The adaptations for MRs included: 1. rewriting the course text; 2. standardization of terms; 3. introduction of audiovisual materials; 4. lengthening the course 7-10 months with each subject receiving individual attention. The State board of examiners has made some modifications geared to slow learner capacity. Subjects thus far have been at the educable level.

840.
Raventos, J. "The Labor Problem," In: Mental Retardation, Urgent Question. Madrid, Spain: Euramerica, 1970, Chapter 9, p. 219-242.
Institutions which exist for the MR include learning centers and sheltered workshops. Learning centers should include training in self help, communication, social habits, and occupation. Sheltered workshops are not only trade teaching centers, but serve as the place of employment for the MR. General services of the sheltered workshop include medical facilities, administrative offices, kitchen, and dining room. The article discusses guidelines of the workshop with regard to employment, salaries, and day-to-day running of the workshop. The article comments that the MR in Spain needs new labor laws whether he works in workshops or in industry.

841.
Rea, N. "Fostering Understanding in Adult Training Centers." Forward Trends, 1966, 10(3), 97-101.
The adult training center has the 3-fold function of: providing care, training, and occupation to those incapable of helping themselves; providing sheltered workshop experience; and providing preparation for community employment.

842.
"Reading-free Tests Reach New Groups," Motive, 1968, 14(6), 16-19.
A vocational interest test is being developed for EMRs (CA 17-20; IQ 50-75) which will provide a more accurate assessment of job interests and capabilities than is possible with standard tests now in use. The test requires no reading and is composed entirely of pictures. It will be based on 11 categories for males and 8 categories for females with 15 work activities in each category. Subjects will select one picture from a 3-picture set as a preferred activity. The test will be standardized by testing 8,000 subjects.

843.
Redford, A.P. "Adult Training Centers--A Balanced Programme?" Teaching and Training, 1969, 7(4), 104-111.
A critical review of the Adult Training Center Program suggests the need for further research and planning and organization. A balanced program should take into consideration the personal characteristics and needs of the clients.

844.
"Rehabilitation in Australia," International Rehabilitation Review, 1970, 21(3), 8-9. Westhaven Association, Dubbo, New South Wales.
Over last 13 years an association has been developed to assist MR children and adults through special schools and vocational rehabilitation training. They established a sheltered workshop. Because the area is rural, most of the work opportunities are of an agricultural nature. Program has increased community awareness of MRs and has trained MRs. The program is supported through volunteer help and government subsidies.

845.
Reiss, P. "Implications of Piaget's Developmental Psychology for Mental Retardation," American Journal of Mental Deficiency, 1967, 72(3), 361-369.
Piaget postulates that intelligence, an interaction between organism and environment, develops through an invariant sequence of stages. Schemas, the basic structural unit of intelligence, impel behavior and account for learning. A Piagetian interpretation of MR focuses attention on current level of function and development rate. Research indicates that retardates pass through the hypothesized sequence of stages, although seldom attaining the level of concrete operations.

846.
"Retarded Emerge into Brighter World," Medical World News, 1967, 8(1), 142-143 and 146-147.
Teenage MRs are being trained for high-risk trades at a school in Louisiana in the hope that new vocational opportunities will become available for them. One hundred eight boys and girls with IQs ranging between 25-75 take part in the program. Boys are being trained to handle the dangerous demolition work and hazardous jobs in forestry and agriculture. Typing and office tasks are taught to the MR girls. Trainees are placed back into the community when they have completed vocational training. The success of this program should dispel commonly held beliefs concerning retardates having higher accident and absenteeism rates.

847.
"Retarded Worker Designs Device for Shoe Factory," Our Children's Voice, 1967, 22(1), 7.
An MR employee at a Pennsylvania shoe factory designed his own guide for attaching decorations to ladies' shoes. His device is now used throughout the factory and costs 24¢ as opposed to $300 for the company's old device.

848.
Risch, F., and Samuels, S.D. "Gainful Employment: A Psychiatric Prescription." Journal of Rehabilitation, 1971, 37(2), 22-25.
This article discusses the value of rehabilitation workshops for restoring social and economic status to the emotionally disturbed retardate and aiding him in coping with cooperative living in the community. The workshops also help to determine the best jobs for the emotionally disturbed client.

849.
Robbins, R.C.; Mercer, J.R.; and Meyers, C.E. "The School as a Selecting-Labeling System," Journal of School Psychology, 1967, 5(4), 270-279.
The number, reasons, processes, and dispositions of a year's referrals of children needing special services in a medium-sized California school district are examined. Problem-behavior referrals became the most prevalent after the primary years. Marked differences between the sexes in rate and reasons for referrals were noted. Services are not rendered by degree of need and administrators should be alert to the powerful influence of institutional procedures on how services are rendered.

850.
Rolland, B.C. "Knitting for the Trainable," Pointer, 1966, 10(2), 54-56.
The utilization of knitting to stimulate interest in an academic class for TMR girls is discussed. Knitting is done before and after completion of academic tasks. This process has added a sense of usefulness and accomplishment to lives of the older girls and given hope and anticipation to the younger ones.

851.
Rosenthal, B.S. "Separation Anxiety as a Factor in Rehabilitation." Journal of Rehabilitation, 1970, 36(4), 19-20.
Sheltered workshop programs have aided MRs in developing self-confidence. However, when the clients leave the workshops, these inadequacy feelings begin to occur again. Nationwide studies suggest job placement and counseling should constitute the final phase of workshop training. Through this type of program, the clients can be encouraged to seek industrial employment over the sheltered workshop setting. One final note is that MRs face great reluctance by employers to hire them.

852.
Rosenthal, M. "What an Employer Expects in Preparation of the Mentally Retarded for Employment in Open Industry," Rehabilitation in Australia, 1969, 6(5), 18-20, 24-25.
Employer expectations of an MR employee include diligence, punctuality, regular attendance, and the ability to assimilate training on one or more operations or sets of duties. MR should be able to perform duties with safety to himself and those around him, adapt to his working environment, and not disrupt production and morale due to curious behavior. Running machinery safely is imperative training for the MR and personal hygiene training is also essential.

853.
Ross, D.R. and Brandon, T.L. "In Pursuit of Work Adjustment," Journal of Rehabilitation, 1971, 37(4), 6-8.
This article discusses the lack of uniformity in methodology available to be used in work adjustment programs. As a result, recommendations are made for a project to be undertaken to develop an integrated work program based upon solid theory and research evidence. Then it should be field-tested to prove its validity and usefulness.

854.
Rossit, C.A., and Graybeal, E.A. "Sheltered Workshop Certification," Journal of Rehabilitation, 1971, 37(3), 30-31.
In 1970, the state of Washington had 50 sheltered workshops. Since they received state and federal funds, the facilities had to be inspected to certify they conformed to adopted standards. The procedure is reported and recommendations for future surveys are made in the article.

855.
Roswell-Harris, D. "Industrial Training for the Mentally Subnormal in a Hospital Setting," Journal of Mental Subnormality, 1963, 9, 76-80.
The main purposes at the Industrial Training Unit (ITU) are to teach the trainees good timekeeping, to maintain an even rate of production to turn out good quality work without wastage at a speed which will satisfy employers in a competitive market, and to acquire such social skills as are necessary to maintain an occupation.

856.
Rothstein, J. "The Secondary Curriculum and Work Education." In: Lord, F.E., ed. Work Education for Educable Retarded Youth. Los Angeles: California State College, 1964, 46-50.
Vocational problems were discussed. Included were the following: Historical background; approaches to curriculum planning; meeting graduation requirements; utilization of training facilities; survey materials as curricular content and as aid in selective placement program; research findings; urgency of problem.

857.
Ruddell, L.D. "Developing Maximum Vocational Potential," Pointer, 1968, 13(2), 48-49.
Ninth grade special education classes in the Napa (California) school system are being supplemented with work-experience programs. Thus the vocational potential of each student is evaluated. In the 10th grade students perform vocational tasks in the classroom which develops confidence and skill. During the 11th grade, students continue job-related training and are placed on a job within the school for a few hours per day. In the 12th grade, students gain work experience in the community with additional training supplied by regular technical schools.

858.
Rusalem, H. "Rehabilitation Problems of the Mentally Retarded." In Kelly, E.M., ed. The New and More Open Outlook for the Mentally Retarded. Washington, D.C.: Catholic University of America Press, 1966, 88-93.
The major barriers, which MRs must face and overcome are environmental incongruity, distorted social perception, much failure, and limited adaptability. Habilitation services function in the areas of medicine, education, psychology, social work, and vocation. Good programs result in independent living for a large number of MRs, institutionalization for a small minority, and a growing acceptance of MRs by society.

859.
Saenger, G. "Social and Occupational Adjustment of the Mentally Retarded." In: Zubin, J. and Jervis, G.A., eds. Psychopathology of Mental Development, New York: Grune and Stratton, 1967, Chapter 31, 564-579.
A survey of available evidence on the occupational and social status of MRs in America reveals that the majority of EMRs are married and gainfully employed and that marriage is rare and employment possible but unusual for TMRs. Specific factors which influence social and occupational adjustment are presented. It is suggested that well-designed long-range studies need to be conducted to determine and evaluate MRs' adjustment with some degree of validity.

860.
Salomone, P.R. "A Client-Centered Approach to Job Placement," Vocational Guidance Quarterly, 1971, 19(4), 266-270.
Article discusses the superiority of client-centered job placement over the selective placement approach. Three main points of the article are: 1. traditional placement approach is inefficient and ineffective; 2. a client-centered approach is more effective in the process of growth and development of the client; 3. an optimistic attitude by the counselor is the key to successful placement.

861.
Sankousky, R. "Adjustment Services in Rehabilitation," Journal of Rehabilitation, 1971, 37(4), 8-10.
This study discusses three basic types of adjustment services in rehabilitation (personal, social, and work). Personal adjustment deals with personal problems interfering with the individual's ability to deal effectively with others. Social adjustment problems include persons with unnatural dependencies or those with poor communication skills. These are the problem areas which are most often overlooked. Work adjustment is a therapeutic process designed to enhance an individual's vocational potential skills. Personal adjustment programs include psychological evaluations and behavior modification. Social adjustment programs include classes in social skills, sex education, and communication. Work adjustment can be achieved through workshop settings.

862.
Scheerenberger, R.C. "Bibliography of Recent Books and Monographs on Mental Retardation," Mental Retardation, 1968, 6(4), 38-48.
Annotations of 143 books and monographs on MRs are presented. The items, all published during or subsequent to 1965, cover many categories. Relevant chapters include those on community services and comprehensive programming, learning research, poverty, and retardation, psychological evaluation, social services, and vocational training and placement.

863.
Scher, P. "Placement Outlet: Sheltered Workshop in an Agricultural Setting," Journal of Rehabilitation in Asia, 1964, 5(3), 19-21.
The advantages of a sheltered workshop in a rural community were described. This paper was concerned with the activities of a workshop in Eureka, Illinois. The workshop provides the basic services of diagnosis, training, employment, and placement. Some of the products produced at the center are fishing kits, serving kits, rubber mats for milking barns, and a cattle oiler. This center has managed to be entirely self-supporting.

864.
Schucman, H. "The Development of an Educability Index for the Trainable Child." In: Richards, B.W., ed. Proceeding of the First Congress of the International Association for the Scientific Study of Mental Deficiency. Surrey, England: Michael Jackson Publishing, 1968, 571-573.
Three hundred TMR children (mean CA 95.16 months; mean IQ 36.18), who attended special classes and/or clinics for the retarded, were tested individually before training, trained according to standard training procedures, and retested. The tests over learning showed more predictability of classroom potential and social competence than the initial tests. In addition these learning test scores were more stable and consistent.

865.
Seandel, A. "Speech and Language Development Activities for Occupational Training Center Communication Skills Classes. Part 2: Speech Activities," Journal for Special Educators of the Mentally Retarded, 1970, 6(2), 90-91.
Speech activities are conducted to develop acceptable language patterns for meeting social and vocational situations as well as language skills for enjoyment. Practice conversations, tape recording of voices,

answering the telephone, and making introductions are all incorporated as tools for teaching the verbal skills.

866.
Seidenfeld, M.A. "A Look At the Centers," Rehabilitation Record, 1966, 7(5), 1-4.
The medical and nonmedical programs of Vocational Rehabilitation Adminstration's Research and Training Centers are presented. The nonmedical facilities which involve MRs are concerned with preparing MRs for psychosocial, educational, and vocational adaptation to work and for the obtainment of a role in the family and community. Research includes: 1) environmental factors that are significant for the culturally deprived; 2) psychological and sociological evaluation of MR; 3) factors affecting test performances; and 4) work-study evaluation.

867.
Seidenfeld, M.A. "Human Potential, Society and Mental Retardation as Related to Vocational Rehabilitation." In: Richards, B.W., ed. Proceedings of the International Association for the Scientific Study of Mental Deficiency. Surrey, England: Michael Jackson Publishing, 1968, 38-45.
At the present time, there is no method to assess reliably the potential for independence, self-support, and social adaptability in the MR. The use of operant conditioning with institutionalized SMRs and the correlation of a general ability factor with job success are new approaches to these problems. However, the problem of assessing the potential of the MR is still of major concern.

868.
Sellin, D.F. "The Usefulness of the IQ in predicting the Performance of Moderately Mentally Retarded Children," American Journal of Mental Deficiency, 1967, 71(4), 561-562.
Forty-four moderately MR children (mean IQ 43; mean age 192.8 months) were compared to discern the usefulness of sex, chronological age, and IQ in predicting performance. Performance was tested in six areas. The TMR Performance Profile revealed no bias according to sex and it reflects achievement due to longer periods in school, rather than IQ.

869.
Shahani, M.M. "The Occupational Therapy Treatment and Rehabilitation of Mentally Retarded Patients," Journal of Rehabilitation in Asia, 1964, 5, 46-47.
Mentally retarded patients referred to the occupational therapy department at the King Edward Memorial Hospital were assessed in terms of treatment and training. The testing of these individuals and the occupational therapy which was relevant to each individual's needs is described. Seemingly occupational therapy is the link between the institution and community placement or industry.

870.
Sharkey, F.E., Jr. "Industrial Education for the Mentally Retarded," Digest of the Mentally Retarded, 1964, 1(2), 75-79.
The importance of industrial education for the MR and the relationship of such training to educational goals were described. These goals focus on social competency, vocational independence, good health habits, minimum academic skills, leisure time activities, and family and community

membership. An educational program for EMRs at Illinois State University teaches industrial education to students of all the grades. In the last three years of school, students are involved in prevocational training and a diversified occupations program. In this last phase students are placed in jobs as a final test of competency.

871.
Sharman, G. "Do we 'Dehabilitate' the Retarded?" In: Australian Group for the Scientific Study of Mental Deficiency. Proceedings of the Fifth Annual Interstate Conference on Mental Deficiency. Van Pelt, J.S., ed. Brisbane, Australia, October, 1966, 48-53.
A primary step in rehabilitating the MR is recognition and avoidance of excluding them from the community or dehabilitation. Appropriate behavior must be acquired by MRs and they should be integrated into the community with many of the same responsibilities.

872.
Shay, H.F. "Cooperative In-School Rehabilitation Programs--An Overview." In: Ayers, G.E., editor. Innovations in Vocational Rehabilitation and Mental Retardation. Washington, D.C.: American Association on Mental Deficiency, 1969, 12-18.
In-school rehabilitation programs are generally based on the premises that handicapped adolescents need to be retained in school and provided with special experiences that will prepare them for success in the work world and the curriculum should integrate academic studies with on-the-job training. The emphasis of the academic program is on practical learning such as health education and vocational training. Vocational rehabilitation agencies can provide counseling, training, job placement, and follow-up studies. Follow-up studies have already revealed that adolescents in these programs remain in school longer and that there has been a significant increase in job placement by the agencies.

873.
Short, R. "What Do We Want For the Mentally Handicapped," Mental Retardation, 1970, 20(4), 31-32.
Adult programs for MRs should attempt to assure optimum rehabilitation. Complete data should be available on local problems and service efficiency. Senior occupation centers should provide realistic assessment and training and measurements of social competence for MR adults. All services should be evaluated periodically.

874.
Silverman, M. "Developmental Trends in the Vocational Interests of Special Education and Normal Students," Journal of Genetic Psychology, 1971,118 (Second half), 157-172.
This study is a comparison of developing vocational interests in 45 normals and 45 retardates. It showed that despite their varying educational backgrounds, similar trends in development of vocational interests exist. Retardates showed less interest in adventuresome occupations and greater interest in low-level mechanical skill jobs. Researchers assumed these differences reflected the effects of being tagged as retarded. Retardates showed backwardness in developing vocational interests in jobs requiring mechanical and quantitative skills. Vocational interests were assessed by a pictorial measure of occupations listed in Holland's models.

875.
Silvern, L.C. "Object Analysis and Action Synthesis Methods in Developing a Program for the Assembly of a Television Antenna in a Sheltered Workshop," Mental Retardation, 1963, 1, 140-147.
Aural-visual techniques may be useful in assisting in the rehabilitation of handicapped individuals. The purpose of the "communication aid" technique is to shape human behavior and to elicit results later on when the stimulus is withdrawn so that learning is an objective which is reflected in the steps or tasks to be accomplished.

876.
Sims, V.A. "The Development of Vocational Rehabilitation in Canada," Journal of Rehabilitation in Asia, 1964, 5(3), 15-18.
The developmental history of vocational rehabilitation in Canada from 1914 to the present was described. The most significant milestone was the passage of the Vocational Rehabilitation of Disabled Persons Act in 1960-61 by Parliament. This provided funding for numerous rehabilitation programs.

877.
Slater, G. "Mental Health Week in a Rural Training Centre," Teaching and Training, 1968, 6(3), 81-82.
To increase the interest of the public in the work of Amwell View Junior, Training Center for the mentally handicapped, a week's display of facilities available and the accomplishments of the pupils at work and play was given.

878.
Slater, Nathan M. and Fox, Judith. "Readin' plus 'Rithmetic Equal a New Image," Rehabilitation Record, 1971, 12(2), 26-29.
Remedial basic education in the Federation Training Services Program has provided minimal basic skills relevant to vocational goals. Training is functional, i.e., related to actual work skills, and lasts for 12 weeks. Specifically oriented technical training is supplied after achievement of basic education. Results were: sustained interest during training, acquisition of life skills, enhancement of self-concept.

879.
Slicer, A. "Services Available to the Mentally Retarded. Through the Illinois Division of Vocational Rehabilitation," Mental Retardation in Illinois, 1967, 1(2), 23.
Special services available to the MR in Illinois include extensive diagnostic services, determination of vocational potential, training programs, placement, follow-up, and provision of the basic materials necessary. The large number of successful placements attests to the effectiveness of the program.

880.
Smith, C. "A Chance for Success," Performance, 1970, 21(3), 12-16.
Since January 1969, EMR students from the Sacramento local school district have been involved in a work experience program at Mather Air Force Base. The Air Force Base provides 3 hours of daily on-the-job training in service occupations. Federal personnel supervise the

training. To date, the program has experienced no failures and the prognosis is good for increasing the number of trainees.

881.
Smith, G. "Employment Services to the Mentally Retarded," Rehabilitation and Health, 1970, 8(1), 4-6.
The American public is becoming aware of the work potential of MRs, and employers are discovering that MRs are often a stable and dependable source of manpower. A study of state employment counselors revealed that they have a positive attitude toward MRs but do not feel it their responsibility to place MRs. This, they feel, should be done by vocational rehabilitation agencies. Those counselors who had the most knowledge of MRs were the most successful in placing them. This leads to a recommendation that counselors should be provided with a greater knowledge of MRs.

882.
Snyder, E.E. "Role of Psychology in the Vocational Rehabilitation of the Mentally Retarded." Digest of the Mentally Retarded, 1965, 1(3), 149-153.
The present day role of psychology in striving for vocational rehabilitation of the MR was discussed. All fields of psychology can be of service to the MR. Industrial and military psychology can play a part in rehabilitation by striving to facilitate programs for the MR. While curriculum development and acceptance of special education are still of primary importance, the acceptance of the MR by society so that he is able to put his education to use is also of great importance.

883.
Soforenko, A.Z. "Industrial Therapy for Institutionalized Mentally Retarded," Psychiatric Studies and Projects, 1963, No. 6.
This report presented an overview of the development and operation of a program of industrial therapy in a state residential school for MRs. Areas discussed were definitions. referrals and evaluations, industrial assignments, patient-employee relationships, social and vocational training programs, and the relationship of industrial therapy to other institutional disciplines.

884.
Sorensen, E. and Sorensen, S. "The Development of a Sheltered Workshop in Denmark," International Child Welfare Review, 1966, 19(4), 201-207.
Five years of experience with the successful development of a sheltered workshop in Denmark is described. The workshop maintains community contacts and cooperation. Workshop I is divided into the observation group (severely handicapped), the assembly group which is working with products for industry, and the training group which is a preparation for Workshop II. In Workshop II, the worker is further prepared to work in a normal factory on an equal basis with other workers. Payment is on similar principles as in industry. As a result of this program, 20 MRs are successfully working in industry and performing a valuable service to their community.

885.
Speijer, N. "Basic Principles of the Sheltered Workshop." In: Richards, B.W., ed. Proceedings of the First Congress of the International Association for

the Scientific Study of Mental Deficiency (held Sptember 12-20, 1967, Montpellier, France). Surrey, England: Michael Jackson Publishing, 1968, 162-165.

The sheltered workshop is a rehabilitation center where TMRs can work according to their abilities. As the pupil learns his task, he is assigned to more difficult work. Points of failure are carefully investigated. Pupils are paid a fair wage based on the quality and quantity of their work. The sheltered workshop is a link in the chain leading to the social integration of the mentally handicapped.

886.
Speijer, N. "The Mentally Retarded in a Sheltered Workshop," Nos Enfants Inadaptes, 1967, 24(4), 19-23.

Three considerations involved in a sheltered workshop are the worker, his work, and his salary. Social rehabilitation is the goal for the worker; this includes finding him a suitable job. Factors considered when matching the worker and his work are discussed. Salaries are based on the quality and quantity of work, the individual's ability to get along, and the care exercised with the material and machines.

887.
Spellman, C.R.; Chaffin, J.D.; and Nelson, M. "Domestic Work Training of Adolescent Mentally Retarded Girls," Teaching Exceptional Children, 1970, 2(2), 67-72.

Seven EMR adolescent girls were placed on a short domestic training program. Employers were housewives who also helped in the planning of the program. The group of girls were used as a sample for developing a framework for additional training. The girls worked in the homes 4 to 6 weeks or longer if more evaluation was needed or no progress was revealed. Because of a lack of objective criteria, evaluation of the entire program was difficult. However, the information gained was used to expand the classroom vocational program.

888.
Speyer, N. "Coordinated Care for the Adult Retardate," Australian Children Limited, 1964, 2(2), 64-66.

The concept of social integration was discussed and related to MR. Such a concept involves three distinct factors or environments which are independent home, work, and leisure. On the basis of this concept and a MR's weakened social instincts, it was stated that special preschool centers area must "if we are to develop a satisfactory social instinct in the MR." Also continuous care is stressed along with positive attitudes on the part of the public.

889.
Speyer, N. "Social Integration of the Mentally Handicapped Adult," Journal of Mental Subnormality, 1964, 10(18), 35-41.

The social integration of the MR adult into living, working, and leisure-time environments was discussed in terms of assessment, improvement, and community acceptance. A social profile was developed to aid in the assessment of these three different environments. The goal of the study was to raise the MR's adaptation level as high as possible for each environment, whether sheltered or free. It was suggested that overprotection by parents and professional workers and misconceptions by society have hindered the MR's social integration.

900.
Steiner, K.E.; Baker, A., and Ward, V. "Resident Training Program: Housekeeping and Elementary Nursing Procedures," Mental Retardation, 1965, 3(4), 24-26.

A resident training program at the Abilene State School involving housekeeping and elementary nursing procedures was presented. This program was designed to teach residents the elementary techniques of nursing and fundamental procedures of housekeeping. The emphasis was placed on practice as well as the acquisition of work skills. Benefits were described as improving ego strengths of the residents and allowing evaluation of skills under training and working conditions.

901.
St. John, W.V. "Occupational Training for the Trainable Mentally Retarded," Special Education in Canada, 1969, 43(3), 23-24.

TMR children will not usually become self-supporting, but vocational training programs leading to sheltered workshop situations can be very profitable for them. In California, pupils who have reached age 16 and cannot benefit from regular work programs are eligible to attend these schools until age 21 for special training. Training consists of 3 hours in a special class and the remainder of the day is spent in a sheltered workshop. The program for girls emphasizes home arts for boys, it emphasizes manufacture of marketable wood products. Under the supervision provided in TMR schools, pupils with a very limited intelligence (IQ approximately 30) have made great progress.

902.
Stoler, S. "Retarded Men Work at Harvesting," Hospital and Community Psychiatry, 1969, 20(12), 384.

Residents of Selinsgrove State School and Hospital were employed as seasonal workers in the harvest of vegetables. They were paid the same wages as other workers. Work was considered good preparation for life out in the community.

903.
Stoller, A., "Creating the Life Style for the Intellectually Handicapped." In: Australian Council for Rehabilitation of Disabled. Handicapped Youth: Preparation for Life and Work. Sydney, Australia, 1969, 108-114.

The creation of a lifestyle for the MR individual may be highly successful in enabling the MR to become productive citizens in the mainstream of life. This article follows through the phases of education for the MR from childhood to adulthood. For the adolescent MR, prevocational training programs should be available as well as employment counseling and job placement. Sheltered employment is needed by the adult MR, and evening education programs may be feasible for less retarded mature adults. For the TMR, sheltered workshop situations are more desirable; whereas for the EMR, a factory-type atmosphere can be provided, and some EMRs can be placed in competitive employment.

904.
Strickland, C.G. and Arrell, V.M. "Employment of the Mentally Retarded," Exceptional Children, 1967, 34(1), 21-24.

The case files of employable EMRs were studied to determine the extent to which they had found initial employment in jobs for which they had

been trained in the school-work program. Among the findings it was found that 80% of the subjects held jobs for which they had been trained. Occupational categories in which the youth were employed included: farming, automotive services, construction, and service trades.

905.
Strickland, C.G. "Job Training Placement for Retarded Youth," Exceptional Children, 1964, 31(2), 83-86.
The jobs to which 533 MR youth, 16 years of age or older were assigned as a function of their enrollment in the Cooperative Program of Special Education--Vocational Rehabilitation Program in the public schools of Texas were surveyed. Three major categories were predominant. Hotel and Restaurant Occupations, Retail Trade Occupations, andAuto Service Occupations. Under these major categories there is a diversity of specific jobs. Additional major categories are also reported.

906.
Stringham, L.W. "No Time for Complacency," Journal of Rehabilitation, 1964, 30(6), 2.
Recent developments have been made with respect to resolving the employment problem of the mentally retarded through private organizations and government supported research projects, sheltered workshops, and placement programs. However, 1.5 million more retarded persons could benefit from vocational rehabilitation and 25% of the 75,000 mentally retarded youths with self-support potential drop out of school each year and cannot find work. Due to automation and the growing labor force, further problems are anticipated in placing the modestly skilled MRs in employment.

907.
Sullivan, J.W. "The Trainable Child in School," American Journal of Orthopsychiatry, 1967, 37(2), 461.
The program for the TMR established by the Milwaukee Public Schools in 1951 emphasizes development in 6 areas: self-help, social, motor, communication, essential academics, and vocational skills. Eligible children range in age from 6 to 21 and have IQs in the 35 to 50 range. Students are grouped according to age for their respective programs.

908.
Switzer, M.E. "The Coordination of Vocational Rehabilitation and Special Education Services for the Mentally Retarded," Education and Training of the Mentally Retarded, 1966, 1(4), 155-161.
Vocational rehabilitation and special education have recognized inadequacies in their programming for the MR and have combined activities to include all the social and vocational preparation of this population. The formats may be unique to particular communities or states in the realm of curriculum, workshops, and job placement but the end result bespeaks their need.

909.
Syden, M. "Guidelines for a Cooperatively Conducted Work-Study Program for Educable Mentally Retarded Youth," Mental Retardation, 1963, 1, 91-94 and 120-124.
Based on the need for a cooperative program among agencies in providing services and training to MRs, the authors suggest the Division of

Vocational Rehabilitation should draw up a comprehensive work-study plan. A possible plan is outlined by the authors in the article. The end result of such a program is to prepare a student to maintain himself independently in a work situation when the schooling period is terminated.

910.
Sykes, P. "Practical Problems of Rehabilitation in Scotland," Journal of Mental Subnormality, 1965, 11(20), 37-42.
The practical difficulties of rehabilitating MR patients in a region in Scotland were discussed. Patients in a hospital for the subnormal were placed on small farms and paid according to their productivity (usually about half wages). The difficulties of placement fell into 2 groups: problems arising from personality defects, and lack of specific skills. A listing of specific details was included and mention made of problems which were overlooked in training for outside employment.

911.
Tate, B.G. and Baroff, G.S. "Training the Mentally Retarded in the Production of a Complex Product: A Demonstration of Work Potential," Exceptional Children, 1967, 27(1), 405-408.
Institutionalized MRs were trained in a sheltered workshop to assemble relay panels in 20 sequential operations. The initial 10 workers, (male, IQ, 40-60; CA, 18-36) were reinforced psychologically and with monetary rewards. After one year, 26 male and female residents (IQ 31-81; CA 14-43) were employed 30 hours a week. Production was extended to 4 other electrical devices and the original relay panels were completed by 3 subjects. The workshop demonstrated work potential, evaluation, and training of desired behavior for regular employment in the community.

912.
Taylor, N.B. "The Structure of Ability in the Lower Intellectual Range," American Journal of Mental Deficiency, 1964, 68, 766-774.
A factor analytic study was made of a battery of tests administered to mildly retarded individuals. One of the specific aims of the study was to determine whether the tests predicted work success. Eleven factors were obtained which accounted for 73.7 per cent of the total variance. These are discussed in the article.

913.
Texas Education Agency, Special Education Division. "Focus on Reality for the Mentally Retarded in Texas." Digest of the Mentally Retarded, 1966, 2(3), 149-151.
The scope of Texas' educational provisions for MR individuals from ages 6 to 21 is discussed. Programs have been developed according to age and level of retardation. One of the major concerns of the program is directing students' training toward realistic occupational goals.

914.
Thanos, G.E. "Off Campus Work-Experience for the Educable Mentally Retarded." In: Council for Exceptional Children. New Frontiers in Special Education. Selected Papers from the 43rd Annual CEC Convention, Portland, Oregon, April 20-24, 1965. Washington, D.C.: Council for Exceptional Children, No date, 92-94.

An off-campus work-experience program for EMR students was reported. Off-campus employment was classified as general experience and the students were paid according to state standards. In addition, students received basic educational training 4 hours per day. From evaluations made quarterly, the following recommendations were made: all students 16 or over should be given opportunity for off-campus employment, supervision should be daily, teachers should be the judge of the student's readiness for work, and extra curricular activity should be encouraged.

915.
"The Future of the Retarded Adults is in the "Sheltered Work Centers," Nos Enfants Inadaptes, 1967, quarterly review (special issue), 13-15.
Sheltered work centers are intended to help MR adults to improve their aptitudes and self-image. The Bel-Air workshop, housing 30 workers, began 3 years ago at St. Etienne. Local industries buy many of the commodities made at the centers. Examples of the work include: manufacturing of paint rollers, packing camping sacks, and assembling electrical equipment such as circuit breakers.

916.
"The Mentally Retarded as Workers," Clinical Pediatrics, 1967, 6(3), 136-137.
Approximately 3.3 million of the estimated 6 million retarded Americans are of working age (16-64) and more than 85 per cent of these have IQs between 50-70 which is sufficient for training at unskilled, semi-skilled, and service jobs. Training and educational programs for these MRs have been limited. Since many of these people come from deprived socioeconomic backgrounds, the families are incapable of bearing the burden for training these MRs.

917.
"The Program of a Sheltered Workshop Velje at Jutland Denmark," Nos Enfants Inadaptes, 1967, 22(2), 21-23.
Recently in Denmark, new job opportunities have become available for MRs in industry. Workshops have been expanded and become more specialized. In one workshop, 3 groups of MRs are maintained. One group observes and does very simple work supplemented by instruction. The second group does assembly work and receives a minimum of instruction. The third group is a formation group who are being trained to enter a second workshop which engages in more mechanized work. The second workshop employs the MRs full time and pays them in a manner similar to ordinary workers. The program has been successful in aiding the adjustment process of graduating workers into normal industry.

918.
"The Retarded Grow By Planting," Medical World News, 1969, 10(42), 38D.
The training of MRs in gardening skills which will enable them to hold outside jobs is the goal of a Maryland training center. The MRs (with a mean categorical age of 17 years) spend a 1-week observation period at the center, followed by a 16-week adjustment period during which time they learn basic gardening skills. They then work outside jobs in small groups under supervision after which they may take individual outside jobs but have follow-up help and advice from their instructors. The entire training period may require from 6 months to over a year.

Forty-five per cent of the center's budget is obtained from the sale of its products. At present, the center trains 20 boys at a time. Soon a program for girls will open.

919.
"The Young Tapestry Workers of the E.T.A.I." A report of the Mutual Aid for Retarded Adolescents and Adults. Nos Enfants Inadaptes, 1965, 14(2), 19-20 and 23.
It has been found that retarded adults and adolescents who previously were unable to work or obtain any degree of mechanical skill can be trained to knit, crochet, embroidery, and do tapestry work. A workshop was begun to train these people. The trainees were intelligently occupied and receiving remuneration like other members of their families. The subjects seemed to attain a degree of personal satisfaction and excitement in their surroundings.

920.
Thompson, K. "Economics of Sheltered Workshop for the Mentally Retarded," Australian Children Limited, 1963, 1, 151-155.
The financing and structure of the Oakleigh Workshop was described. This terminal portion of the Children's Centre faced the problems of long-term workers and concimitant needs for increased staff, facilities, and contract jobs. Income is derived from job contracts and government subsidy. Early problems involved providing necessary services within the bounds of the budget.

921.
Thorne, G.D. "Training Issues in Manpower Development for Institutions for the Mentally Retarded." In: McNickle, R.K., ed. A Report of a Symposium on Manpower Development and Training in the Field of Mental Retardation. Boulder, Colorado: Western Interstate Commission on Higher Education, 1966, 31-36.
Staffing patterns in the 10 regions of the American Association on Mental Deficiency are considered in determining issues and trends as they relate to projected manpower needs for institutions for the MR. Promising aspects of recent staffing patterns are the active participation of academic institutions for specialized professional training and experience--a program design which emphasizes training for MR in general rather than local specialization; the utilization of "traveling instructional teams;" research into the nature of institutional work; and utilization of undergraduate practicuum experience as recruitment and training techniques.

922.
Tichauer, E.R. "Ergonomics on Lifting Tasks Applied to the Vocational Assessment of Rehabilities," Rehabilitation in Australia, 1967, 5(1), 16-21.
Application of ergonomical and biomechanical principles to rehabilitation is useful for vocational assessment and in the development of work tolerance levels. Examples are discussed with the implications of each.

923.
Tilstone, C. "Education or Training?" Journal of Mental Subnormality, 1966, 12(22), 50-52.

Too often centers for the MR stress vocational training to the exclusion of educational and social training. A balanced adult training center can go beyond contract work to work that is creative, enjoyable, and satisfying. The curriculum should be planned so as to prevent a well-rounded stimulating environment. Concepts such as the value of money should be related to realistic situations; and sex education should be taught in a natural and healthy manner.

924.
Tizard, J. "Rehabilitation and Employment of the Severely Retarded: An Overview." In: Jervis, G.A., ed. Expanding Concepts in Mental Retardation: A Symposium. Springfield, Illinois: Charles C. Thomas, 1968, Chapter 27, 209-215.

To plan comprehensive services for SMRs (IQ below 50) which meet their rehabilitation and employment needs, data on prevalence, associated handicaps, family problems, institutional care, and currently available programs are needed. This article provides some of these statistics. Research on the education of the SMR indicates that their potential for education and employment is greater than had been previously thought. Most SMRs can be usefully and happily employed in sheltered workshops. More research is needed on psychological and social adjustment of these individuals with the idea of developing long-run studies of development.

925.
Tobias, J. and Cortazzo, A.D. "Training Severely Retarded Adults for Greater Independence in Community Living," Training School Bulletin, 1963, 60, 23-37.

This paper discusses the organization, development, and operation of an Occupational Day Center for a two-year period. It was primarily concerned with reporting the general characteristics of a program designed for 55 severely retarded adults in a sheltered workshop type program. Evaluations by staff pointed to improved discipline, diminished distractibility, improved self-directedness, and heightened satisfaction with work activity as positive aspects of the program.

926.
Tobias, J. and Gorelick, J. "Work Characteristics of Retarded Adults at Trainable Levels," Mental Retardation, 1963, 1, 338-344.

Sixty clients at the Occupation Day Center were involved in a study of work characteristics of retarded adults. IQ's of the subjects ranged from 15 to 52 with a mean IQ of 33.8 years. Chronological ages ranged from 18 to 34 years. A simple salvage job was selected for the study. The results of this study are reported in detail. It was suggested that subjects with a mental age of 3 years or an IQ of 20, constitute the boundary below which this work is an unsuitable activity.

927.
Tolley, J.N. "The Social Education and Work Placement of Educationally Subnormal School Learners." IN: Brown, R.I., ed. The Assessment and Education of Slow-Learning Children. London, England: University of London Press, 1967, Chapter 3, 25-30.

The need for social education in work placement of educationally subnormal school learnersin Great Britain is described in terms of the

school's role and responsibility. Social learning involves establishment of correct employee attitudes, knowledge of community services, and some trial employment opportunities. The school should play a supporting role at the point of transition to employment within the community.

928.
"Training for the Subnormal Patients." Nursing Times, 1965, 61(50), 1684-1685.
A multidiscipline conference on the training and care of the MR included content on: (1) opportunities for ingenuity, imagination, and drive in training the retarded; (2) domestic skills and social training for girls; (3) training of male and female patients with IQs of 55 or above for community employment; (4) the relative merit of therapeutic or community-like relationships in vocational training; and (5) the value of multi-purpose training units for mixed populations of mentally and physically handicapped patients.

929.
Trevethan, P.J. "The Winds of Change--A View of the Future," Journal of Rehabilitation, 1965, 31(1), 52-54.
Several assumptions were proposed concerning the acceleration with which change is taking place in the sheltered workshop area. This descriptive material on the workshops concludes with the statement that workshops will achieve a sense of maturity when it develops adequate plans for construction and equipment capable of adequately dealing with the tasks. According to the authors the handicapped and disabled person is entitled to the best for he has been engaged in the most difficult task in the world--that of achieving a victory over a disablement which others know relatively little about.

930.
Turner, M. "A Work Experience Program for the Educable Mentally Retarded at the Elementary School Level," Education and Training of the Mentally Retarded, 1968, 3(4), 199-201.
A work experience program for EMRs at the elementary school level is used to develop social ease and work readiness. Since 1964, EMRs in Westlake School (California) work in necessary school jobs for a 2-hour period each day. Lunches are earned and tokens received for performing the jobs effectively. This seems to be a good method of providing for pre-vocational training.

931.
Tyler, N. and Kogan, K.L. "Measuring Effectiveness of Occupational Therapy," Occupational Therapy, 1965, 19(1), 8-13.
The Children's Hand Skills Survey, a direct assessment of functional ability to perform upper extremity tasks, was used to evaluate the occupational therapy program at the Spastic Children's Clinic and Preschool in Seattle. The children were tested annually for 3 years. Results are reported in the article.

932.
U.S. Civil Service Commission. "President Receives Progress Report on Federal Employment of Retarded," Mental Retardation, 1964, 2(4), 243, 246.
This report describes the appointment of mentally retarded individuals

to Civil Service positions under the auspices of a new Federal government program. The jobs filled by these individuals are usually simple repetitive ones such as machine operators, farm laborers, housekeeping aides, and messengers.

933.
Usdane, W.M. "New Horizons in Workshop Research," Journal of Rehabilitation, 1967, 33(3), 17-19.
In the future, evaluation processes will connect the sheltered workshop to the industrial plant, studies will be conducted in business and industry on the use of special staff for rehabilitation counseling and medicine, industrial parks will house the sheltered workshop, and the job site evaluation approach will be tested against the work sample in rehabilitation centers. Occupational training centers for MRs have shown a need for simulation of both industry and the rehabilitation center. However, the prime goal is still to obtain regular employment for the disabled.

934.
U.S. Department of Health, Education, and Welfare, President's Committee on Employment of the Handicapped. "Why They Failed" (Editorial); Newsletter: Tips and Trends in the Employment of the Mentally Handicapped, Nove ber, 1965
Of the 57 MR students from Johnstone Training and Research Center who failed in community job placement over a four-year period, 1/3 could not adjust to the community, many showed poor attitudes toward work, others quit because of troubles at home beyond their control, and a few did not have the physical strength for the job. Two underlying reasons for the failures were the student's limited opportunities for independence and responsibility in the institution, and unfavorable community attitudes.

935.
U.S. Department of Labor, Office of Manpower, Automation and Training. "Young Workers: Their Special Training Needs," Manpower Research Bulletin #3. Washington, D.C.: Government Printing Office, May, 1963.
This pamphlet discusses the problems facing youths in the employment market, particularly those with handicaps. The complexity of the problem and possible training programs are discussed.

936.
Valseschini, S. and Ugolotti, A. "Bifactorial Analysis for Evaluation and Vocational Training of a Group of Slightly Mentally Retarded Subjects," Neuropsichiatria Infantile, 1969, 100-101 (May, June), 481-495.
A group of Vocationally trained MRs were observed to have a highter proficiency while working in a group than they did while working individually. A bifactorial analysis showed that a common factor strengthens the individual while he is in the group. This factor is a propensity toward completing tasks proposed. Thus, MRs can compensate for their own insufficiencies by working in a group.

937.
Van Oudenhoven, N.J.A. "The Development of Retardates and Their Social Status," Tydschrift Voor Zwakzinnighein En Zwak-zinnigenzorg, 1966, 3(4), 159-171.
A review of the literature on the development and the resulting social status of EMRs indicates that the only relevant information thus far

uncovered consists of vague conclusions about vocational adjustment and leisure. A new research approach is needed concerning the growth process of EMRs.

938.
Venn, G.O. "Labor Conditions and Relations." In: European Seminar on Sheltered Employment. Proceedings of the 1959 European seminar on sheltered employment. The Hague, Netherlands: The Netherlands Society for the Care of the Disabled, 1959, 121-141.

Labor conditions and relations were described in terms of their application to employment problems of the handicapped in European Countries. After a full discussion, the seminar group summarized their conclusions as: (1) Wage systems should be based on national wage structures for normal employment with regard to the special requirements of sheltered employment; (2) Job evaluation is essential and should be performed by a work study expert, the workshop manager and the workshop doctor; (3) Management should be well trained in production, personnel, and administration.

939.
Vennert, B.F. "A Work Training Program for Hospitalized Retardates," American Journal of Nursing, 1966, 66(1), 2456-2460.

In Massachusetts a work training program for hospitalized retardates was met with good patient response and has been an important growth and development aid for epileptic patients. A trainee program was established with varying levels of jobs for the patients to learn to perform around the hospital. Many of the jobs entail caring for the other patients. Those who complete the program receive pay for their work plus some extra privileges not granted to the other patients.

940.
Verma, S.K. "Research and Rehabilitation Projects on Mental Retardation at Nagpur," Indian Journal of Mental Retardation, 1968, 1(1), 49-52.

A progress report for the first 2 years of a 5-year project to determine the incidence and prevalence of MR in the nonadult population, the percentage of MRs with a potential for rehabilitation, and the economic and cultural loss due to lack of rehabilitation services in Nagpur, India revealed that 592 out of 4,696 families served by local maternity hospitals showed a possibility of MR. Eighty-five persons (IQ 34-75; CA 12-22) are enrolled in prevocational and occupational craft training classes at the Nadanvan School for Mentally Retarded. These include toymaking, cloth weaving, book binding, sewing, etc. Of 46 fully trained workers, 23 work independently at home, and 26 work independently under supervision. Forty-seven trainees are gainfully employed but only six of these work in competitive employment. This is due to the overall problems of employment in India.

941.
Viggiani, J.C. "Industrial Arts for Exceptional Children," School Shop, 1965, 24(7), 21 and 42.

It was suggested that industrial arts training would be of great value to exceptional children. A training program of this type would aid in the MR's vocational economic adjustment as well as increasing his usefulness around the home. It also would allow the MR a chance to acquire feelings of accomplishment by doing a job or learning a skill.

942.
Viscardi, H., Jr. "The Retarded Can Fit In," Catholic Digest, 1967, 32(2), 86-92.

MR teenagers between the ages of 17 and 20 years are trained for specific jobs with the Franklin National Bank and the junior banking operation was turned over to Abilities, Inc. The MRs were trained for the jobs through visual aides. In addition, they were taught simple mathematics and about the equipment used in the jobs. Approximately 30-40% of the trainees left the program to take jobs in the outside world. Tentative conclusions have been made about working with and training MRs; they must be more carefully screened, more carefully trained, and better understood than the physically disabled.

943.
Vliet, J.V. "Utilization of the Rehabilitation Counselor Intern With Potential High School Dropouts." In: Ayers, G.E., editor. Innovations in Vocational Rehabilitation and Mental Retardation. Washington, D.C.: American Association on Mental Deficiency, 1969, 7-11.

Interns were placed in a local school district to work with seniors who were known to have unresolved vocational problems. Field trips were made to employment offices and military recruiting offices. Also students received vocational counseling. All persons in the special program remained in school and graduated. This project reflected the value of preventive rehabilitation counseling.

944.
Voelker, P.H. "Curriculum Implementation for the Work-Study Program." In: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio: Superintendent of Public Instruction, Ohio Department of Education, 1965, 25-43.

Although IQ is important for vocational competency, personality variables play an even more important role. Thus vocational training begins with the first day of school. Guidance is also important for helping the MR realize his maximum potential. A total vocational training program, however, does require services and skills beyond those available through the school. In Detroit, a project facility concerned with the vocational training and placement of the MR has been established. Its staff includes educators, vocational counselors, a placement officer, social workers, and school psychologists.

945.
Vonthron, ____. "Some Experiences in Pre-education and Professional Education," Sauuegarde de 'l Enfance, 1965, 20(1), 246-251.

A study of 3 French training centers for the mentally retarded showed collaboration with an industry or industrial plant is necessary as retardates can then be integrated with workers of normal intelligence. Frequent visits to individuals' chosen occupational enterprises engenders good work attitudes. The article suggests all retardates should be trained early enough so they attain maximum skill by age 15. This facilitates their professional apprenticeship.

946.
Vriend, F. "The Retardates Leaves Home: Two Cases," Vocational Guidance Quarterly, 1967, 16(2), 93-96.
The success of government and community cooperation in vocational training and job placement of the MR has raised the question of how to compromise between the retardate's desire for complete independence away from home and his inability to cope with the problems of living alone. Case histories are used to illustrate the problem and the need for solutions.

947.
Wagner, E.E. and Hawver, D.A. "Correlations Between Psychological Tests and Sheltered Workshop Performance for Severely Retarded Adults," American Journal of Mental Deficiency, 1965, 69(5), 685-691.
A battery of psychological tests designed to predict success in a sheltered workshop, was evaluated with trainable and profoundly retarded individuals. Of all the tests the Bender-Gestalt showed the highest correlation. This battery appeared to be a rather accurate predictor of workshop performance.

948.
Wagner, E.E., and Capotosto, M. "Discrimination of Good and Poor Retarded Workers with the Hand Test," American Journal of Mental Deficiency, 1966, 71(1), 126-128.
The Hand Test was administered to 2 groups of retarded subjects approximately equated in age, IQ, and years of institutionalization to determine validity of the Activity (ACT) Score. Results of the research reveal the Hand Test is useful in discerning good workers from poor workers. It also indicates that IQ cannot be regarded as the determining factor in work placement of the MR.

949.
Warren, S.A. "Academic Achievement of Trainable Pupils with Five or More Years of Schooling," Training School Bulletin, 1963, 2, 75-86.
The author reported on the results of academic achievement on 177 trainable subjects who have had 5 or more years of instruction on a program designed to teach academic subjects. Ninety-one males and 86 females took part in the program. Academic attainment was measured through a series of verbal and mathematical tests. The author suggests that the findings of her study support the statement made by educators and psychologists in that training in the academic areas for trainable MR based on curriculum materials used for EMRs is probably not warranted.

950.
Wasna, M. "Competitive Behavior in TMR Children," Lebenshilfe, 1965, 4(4), 180-186.
The competitive behavior of TMR children was tested and compared with normal children with the same MA. Sixty-two children between the ages of 6 and 14 years were used for the experiment. Results showed parallel development of behavior and emotional reactions in competitive situations between MRs and normal children. However, normal young children have a shorter attention span.

951.
Weaver, M. "In Place of Boredom: Photo Feature," Mental Health, 1970 (Summer) 41-46.
Picture story shows commercial jobs hospitalized MR patients can accomplish. Jobs which a normal person might consider boring and repetitive, an MR may find interesting and challenging. Contrary to usual opinions, MRs can be trained to use machinery safely.

952.
Webster, J. "Solving a Work Problem," Teaching and Training, 1968, 6(3), 79-80.
Because industrial work proved unavailable, the Obridge Training Center was influenced by a supply of free timber and an instructor who was a skilled woodworker to start a "rustic-work" industry. Trainees proved able to carry through on the projects. Competitive prices and extensive advertising gave a good start to the project and the attendant publicity also brought other industrial work and increased interest from the general public.

953.
Webster, J.D. "The Role of Vocational Rehabilitation." IN: Miller, D.Y. and Danielson, R.H., eds. Work-Study for Slow Learners in Ohio. Columbus, Ohio: Superintendent of Public Instruction, Ohio Department of Education, 1965, 7-14.
The major emphasis of this report was on the activities of the Vocational Rehabilitation Administration (VRA) in meeting the needs of the MR. Requirements for VRA services are "an individual must have a physical or mental disability which interferes substantially with employment, and must offer a reasonable expectation that after the provision of rehabilitation services he will be able to hold a job." In 1963, 5,909 MR received services from VRA. In addition, the VRA supports various state rehabilitation programs and special projects. In the future vocational training efforts will place a heavy reliance on the integrated services of various professions associated with MR.

954.
Weir, M.W. "Mental Retardation," Science, 1967, 157(3788), 576-577.
A number of arguments which either clarify or conflict with the "developmental" theory of retardation are presented. Failure to distinguish rate of development from level of development limits the predictive usefulness of this theory. The differences between the "developmental" theory and the "defect" theories are not great.

955.
Whitten, E.B. "Accreditation of the Rehabilitation Facility," Journal of Rehabilitation, 1964, 30(3), 19-20, 73.
Accreditation serves at least two purposes: (1) self improvement and (2) public protection. This paper reported the progress of the Accreditation Committee in identifying problems, resolving differences, and developing a practical program for the accreditation of rehabilitation facilities.

956.
Whitten, E.B. "A New Legislative Milestone for the Handicapped," Journal of Rehabilitation, 1965, 31(6), 10-12.
The general program features and the significance of the Vocational Rehabilitation Act Amendments of 1965 were reviewed. The fundamental change in the new law was the provision for agency services to the handicapped "before vocational renabilitation potential is determined." Attention was also directed toward the financial aspects of the act.

957.
Williams, N.L.; Sabatino, D.A.; and Kesmodel, K. "A Community Program Directed at Breaking the Poverty-Retardation Cycle," Journal of Rehabilitation, 1970, 36(4), 35-36.
The Industrial Sewing School was established in Baltimore in 1960 to train middle-aged adults of the area who were mildly mentally retarded with a mean IQ of 74. Most of the people were unemployed welfare recipients or part-time maids. In 1967 a Satellite Rehabilitation Program was opened at the school to provide services and training such as psychological assessment and vocational skills. The training lasts 4 months. Results have shown that most clients who have completed the program have maintained gainful employment for a minimum of 2 months.

958.
Williams, N.L. "The Establishment of a Vocational Rehabilitation Facility in a State Institution for the Mentally Retarded: Guests or Partners." Paper presented at the 91st annual meeting of the American Association on Mental Deficiency, Denver, Colorado, May 15-20, 1967, 13 p.
A complete description of the Vocational Rehabilitation Facility at Rosewood State Hospital is provided. The program includes prevocational evaluation, vocational training, community placement, permanent placement and follow-up. Instruction and experience is provided in 10 vocational areas.

959.
Williams, P. "Industrial Training and Remunerative Employment of the Profoundly Retarded," Journal of Subnormality, 1967, 13(1), 14-23.
A 17-year old mongoloid boy with a social maturity rating of 2 years, 2 months was given industrial training and became employable. The boy could not verbalize and he was not toilet trained. His mental age did not improve with training but work seemed to decrease his destructiveness. Incentives were not understood and not useful. The experiment showed that intelligence and social maturity alone do not determine the ability to do simple manual work. The employability of the profoundly retarded is an important research area.

960.
Winer, A.J. "Inter-Agency Cooperation in Action," Mental Retardation (Canadian ARC), 1968, 18(2), 12-14.
The Montral Association for Retarded Children (MARC) and the Jewish Vocational Service Work Adjustment Training Center have cooperated in vocational training and placement of the MR. MARC's adult training program offers continuous employment experience to retarded adults, while the Jewish Vocational Service trains the handicapped for competitive

employment. Two case studies are given to illustrate the actual cooperative effort of these two organizations.

961.
Wintsch, H. "Integration," Mental Retardation, 1970, 20(1), 46-47.
After the MR completes his special education, he can then be integrated into society as a human being rather than as a handicapped person. Concentration should be placed on preparing him for useful employment in an industrial society, helping him to take advantage of his leisure time, and providing for proper housing for the MR. If the MR has been educated properly, he can behave properly and should be accepted by society.

962.
Wolfensberger, W. "Teaching and Training of the Retarded in European Cities," Mental Retardation, 1964, 2(6), 331-337.
A number of workshops throughout Europe were observed showing that severely retarded operated dangerous equipment, performed complex tasks, and produced at respectable levels of output. Four phenomena are cited as possible factors accounting for the success of the trainees. The author suggests European retardates seem to be better behaved than American ones and lists several possible reasons for this.

963.
Wolfensberger, W. "Vocational Preparation and Occupation," In: Baumeister, A.A., ed. Mental Retardation: Appraisal, Education, and Rehabilitation. Chicago, Illinois: Aldine Publishing, 1967, Chapter 10, 232-273.
Developmental, educational, and vocational programs for MRs should reflect the cultural values of society and provide training which will enable MRs to lead productive work lives. The social complexity of our society has led to the identification of more MRs and the need is emerging for habilitation procedures which involve long-range guidance and planning. Vocational training programs should emphasize training in settings which simulate those to be encountered in industry.

964.
Wood, T. "Jackson County: A Study in Resourcefulness," ICRH Newsletter, 1970, 4(7), 1 & 4.
Private initiative has developed the Jackson County (Illinois) Work Activity Center, which provides day and evening rehabilitation and recreation programs for 25 adult MRs. A board of governors composed of community leaders secured grants, donations, and voluntary labor and materials for the project. This enabled the center to devote its finances to MR programs exclusively. Not only have the MRs been aided but also the community has become involved in the program.

965.
Yonnie, W.J. "Organizational Guidelines." In: Younie, W.J. ed. Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth, Richmond, Virginia: State Department of Education, 1966, 30-42.
The work-study program offers a transition between education and work which is vital for the future of MRs. Job readiness assessment should include psychological testing, work samples and/or some experience in a sheltered workshop. Follow-up studies should be run for future planning purposes.

966.
Younie, W.J. "The Educational-Vocational Continuum." In: Younie, W.J., ed. Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Richmond, Virginia: State Department of Education, 1966, 19-29.

Vocational and educational programs for the MR should be structured in order to ensure that each individual receives attention and helps until vocational placement is made at the end of training. There should be a cohesiveness between school and vocational rehabilitation programs. All goals should be clearly defined for the MRs involved, parents, and teachers.

967.
Younie, W.J. "The Work-Oriented Continnuum for the Moderately Retarded in an Institution," Training School Bulletin, 1964, 61, 26-33.

This article presented some of the factors underlying the structure of proposed training and work oriented programs for the mentally retarded. The overall movement of the trainable child through the adapted institution program is illustrated in this paper. From initial placement the patient is exposed to a developmental program, work experience program and an institutional program for services to the individual and his family.

968.
"Youth Conference in Skoude, Sweden: Retarded Young Adults Discuss Activities, Education and Employment," Journal of the Scottish Society for Mentally Handicapped Children, 1968, 3(1), 1-3.

Twenty adolescent MRs (chronological age 18-30 years) representing 8 MR organizations voiced their opinions regarding leisure time activities, vocational training, and employment at a 3-day youth conference. A summary of the group discussions were delivered by 2 MRs. Their suggestions with regard to vocational training and employment were the following: More intensified, higher quality, and more varied vocational preparation; and the provision of appropriate jobs with sufficient salaries upon completion of vocational habilitation.

969.
Zimmerman, J.; Overpeck, C.; Eisenberg, H.; and Garlick, B. "Operant Conditioning in a Sheltered Workshop: Further Data in Support of an Objective and Systematic Approach to Rehabilitation," Rehabilitation Literature, 1969, 30(11), 326-334.

Operant conditioning has increased the work productivity of MRs in a sheltered workshop situation while at the same time providing researchers with an objective measure on which to base decisions with respect to the disposition of individual cases. Thirteen subjects with a poor prognosis for productive employment were observed several weeks to establish a baseline productivity rate on a particular job. Then the subjects were told to meet this minimum production or they would be isolated from other workers for a day. Productivity increased and as criterion rose, productivity climbed. The advantages of this method are the permanency of increased output over sustained time period. Also this method stimulates MRs to approach their maximum potential.

970.

Zimmerman, J.; Stuckey, T.E.; Garlick, B.J.; and Miller, M. "Effects of Token Reinforcement on Productivity in Multiply Handicapped Clients in a Sheltered Workshop," Rehabilitation Literature, 1969, 30(2), 34-41.

Token reinforcement procedures were used to increase the productivity of 16 multiply handicapped males and females (CA range 16-33) in a sheltered workshop. All subjects either had a poor prognosis for productive employment or had failed to make a satisfactory adjustment to a previous sheltered workshop. Points were given for increased individual rates on an assembly task. Cumulative points earned special privileges. Results showed productivity was higher with points than without points.

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